

# New Jersey

## Language Arts Literacy

### Curriculum Framework



#### Chapter 5

#### Activities for Language Arts Literacy





## ACTIVITIES FOR LANGUAGE ARTS LITERACY

Each of the New Jersey language arts literacy standards is elaborated by a set of progress indicators that identify specifically what students should know and be able to do as they work towards achieving that standard by the end of grades 4, 8, and 12. The activities on the following pages illustrate ways in which teachers guide students toward that proficiency. These activities represent a spectrum of instructional approaches that target a diverse student population and that show a continuum of learning from grades K through 12. Activity clusters for each indicator reflect a spiraling of experiences designed to build upon developmental differences.

The description for each activity assumes that the teacher has already presented the literacy skills necessary for success with the activity through structured lessons that provide direct instruction, modeling, and guided feedback. The descriptions also assume that teachers will use these activities as a means for observing student proficiency, identifying additional instructional needs, and extending student understanding and achievement in the content standards and progress indicators for language arts literacy.

The activities serve as suggestions. They are meant to be adapted to students' instructional needs. We need to approach each suggested activity with the questions, "How can I use this activity with my students? What material am I already using that will lend itself to this activity? What else am I doing to develop student achievement in this indicator?" By using this decision-making process, we make these activities our own.

Each activity is preceded by the letter **(E)**, **(M)**, or **(S)**. These letters correspond to the progress indicator designations: (E) Elementary grades K–4; (M) Middle School grades 5–8; and (S) Secondary level grades 9–12. Although these letters suggest specific instructional levels, the activities themselves may be used with modifications at other levels.



## SPEAKING

### STANDARD 3.1 ALL STUDENTS WILL SPEAK FOR A VARIETY OF REAL PURPOSES AND AUDIENCES.

**Descriptive Statement:** Speaking, both formally and informally, is critical to the learning process. Language arts literacy develops when students in large and small groups engage in discourse and dialogue about literature, nonfiction, and topics of current concern and interest. Students should have opportunities to prepare and participate in more formal presentations, such as speeches, panel discussions, and debates. They should have opportunities to use language for a variety of other purposes, including questioning, sharing information, telling a humorous story, and helping others to achieve goals. Students should recognize that what they hear, write, read, and view contributes to the content and quality of their oral language.

### CUMULATIVE PROGRESS INDICATORS

#### 1. Use listening, writing, reading, and viewing to assist with speaking.

- (E) Students share their writing by reading aloud from the Author's Chair. In addition to responses about content, the listeners comment on the reader's volume and fluency during reading.
- (E) Students view a news videotape of a story concerning a famous person such as Tiger Woods or Mr. Rogers. The students select one major incident from the person's life, read about that incident, and write a news story to be broadcast on a newscast. After listening to the news stories, each student selects the three most important facts learned. The students then compare their findings.
- (E) Students compose a letter to an animal shelter volunteer inviting the volunteer to come to class to discuss the volunteer's responsibilities. In preparation for their guest, students read or listen to accounts of the homeless dogs and cats in the United States and prepare questions that they might ask. After they interview the volunteer, they write a letter to the editor of their local newspaper about their conclusions.
- (M) The teacher writes a sentence on the blackboard that will serve as the basis for a dialogue between two people. She then divides the class into teams of two, asks each team to copy the starter sentence onto a sheet of paper, and tells the students they will have ten minutes to develop a dialogue. Without discussing the sentence or plans for the story, the students take turns writing additional sentences for the dialogue, allowing the action to grow out of their own imaginations. The teacher lets the class know when time is running out, so the students can try to bring their dialogues to a conclusion. Each pair then exchanges the dialogue with another team, and the students take turns reading them aloud to the class. This exercise allows the students to integrate their reading, writing, and speaking skills, and gives the teacher the opportunity to introduce the idea of imagination and creative writing.
- (M) After reading several fairy tales, the teacher divides the class into several groups. Each group selects one fairy tale to rewrite as a play that they will perform for the class.

- (M) After reading a fantasy novel, such as *The Borrowers* or *The Lion, the Witch and the Wardrobe*, students, either individually or in small groups, draw maps of the setting of the book and chart the journeys of the characters, using a variety of available media. Students then may present their visuals to the class.
- (S) Students read articles from current periodicals that present tips for job interviews. After discussing the articles, the class creates a checklist of desirable interview behaviors. The teacher then invites local business representatives to come to the class to conduct mock interviews. Students use the checklist to evaluate student/employer behavior. As a follow-up, students may review and discuss examples of résumés in preparation for writing and sharing their own résumés with the class.
- (S) Students prepare speeches for Health Week on a health topic of their choice. They conduct research on their chosen topics in the library media center. Then, the teacher gives mini-lessons on outlining and helps students create outlines for their speeches. Next, the teacher shows the students how to create note cards to use for reference during their talks. Finally, each student presents a speech.
- (S) Following the reading of several Tennessee Williams's plays, such as *The Glass Menagerie*, *Sweet Bird of Youth*, and *A Streetcar Named Desire*, students use teacher-prepared viewing guides to support notetaking while they watch the film versions of the plays. Afterwards, they collaborate with peers to debate which of the characters is the most tragic.
- (S) After viewing a video on the qualities of great art, students select a work of art to critique. They develop the critique into a formal expository essay that they present to the class in an oral presentation. A reproduction of the artwork serves as a visual aid.



## 2. Adjust oral communications for different purposes and audiences.

- (E) Children formulate questions they will use to elicit information during an interview that they conduct with someone they would like to get to know. During the interview, they jot down notes about the person and later share their findings with an audience. Afterwards, students list the similarities among their interviewees and represent the similarities in clusters on a graph.
- (E) Children participate in creating dramatizations for a story they have enjoyed (e.g., *The Three Billy Goats Gruff*). When they have practiced it and know their parts, they perform it for several audiences at school and for their parents.
- (E) The teacher plays a tape of voices used in and around the school, such as classroom voices, library voices, and those found on the playground and in the hallways. After listening to the tape, the teacher and students discuss the reasons for the different volumes in each of these settings.
- (M) Students in an intermediate grade consider the effect of the audience on the speaker. Working in small groups, students take turns role-playing a specific situation, such as advocating a change in a school policy. The teacher asks each group to role-play the situation three times, each time for a different audience (e.g., a friend, the school principal, and the mayor).

- (M) The teacher discusses tone, diction, and nonverbal communication devices used in common situations, such as two people greeting one another. Then in pairs, students choose a situation and develop several different scenarios for which these devices and behaviors convey different messages, such as happiness, love, or anger. After students role-play each scenario, the class guesses what message is being communicated in each instance.
- (M) Students decide the five most important things they would want someone to know about themselves if they were (a) applying for a job or (b) trying to make a new friend. Using visuals of their choice, students then prepare two visual autobiographies—one for each audience—which they present to the class. Afterwards, the class discusses some of the differences in personal information depending on the audience addressed.
- (S) Students practice delivering the same content to various audiences. For example, students focus on an issue such as dress codes in school. They take turns delivering their opinions of this topic to these audiences: their teacher, a board of education member, a same-age cousin, a classmate who is a nonnative English speaker, a parent, a news reporter, and a member of the clergy. They discuss the differences they observed in the oral communications with the different audiences.
- (S) In small groups, students read selected examples of factual and emotionally charged accounts of an event, such as a news story vs. an editorial. Groups then create a factual oral report as well as an emotionally charged oral account of the same event.
- (S) Each student selects a card identifying someone to whom s/he will tell a tall tale about yesterday's soccer game and how the student saved the game. The improvised narrative is told to different audiences, including a mother or father, an older sister or brother, a student at a rival school, the mirror on the wall, and a four-year-old sibling.

### **3. Use oral communication to influence the behavior of others.**

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- (E) Students deliver a one-minute radio ad in which they persuade classmates that their brand of toothpaste is best.
- (E) Mrs. Rivera's class has to choose a location for the class picnic. They must achieve consensus. Students who want different locations must present their reasons for their choices in order to persuade their classmates.
- (E) Students and the teacher decide to have a year-end party to honor all the parents and others who have helped the class during the year. Before selecting the menu, each student picks a kind of food to nominate for inclusion and argues for it to the class. After the oral presentations, the class votes for five or six items for the menu.
- (M) Students practice telephone etiquette. They role-play making phone calls to friends trying to convince them to help with some enterprise, such as dog walking, snow shoveling, or car washing.
- (M) After reading different library books, students are asked to prepare a 30-second radio or video commercial to advertise their book so their listeners are encouraged to read it. On presentation day, students periodically deliver "a word from our sponsor" to publicize their books.

- (M) Students participate in a technique called “vote with your feet.” Following the reading of a story with a controversial issue, students decide what their views are on the particular issue and stand in designated areas of the classroom according to their initial views. Students then debate the issue and, if their opinion changes, move to a different area of the room to reflect that change. Afterwards, students discuss the reasons for any changes in their views.
- (S) At the beginning of the school year, students from 11th- and 12th-grade classes speak to small groups of 9th graders to give advice and offer suggestions that will help the younger students make a smooth transition into high school.
- (S) To help students develop skills in evaluative listening, they are asked to prepare a presentation in which they persuade or convince classmates to act on or otherwise support an opinion. Students select topics with teacher approval. Their presentations must contain three major elements of argument: data, claim, and warrant. The audience is challenged to pick out the claim made by each student, to identify the evidence used by the speaker to support the claim, and then to identify the reasoning or logical assumptions made by the speaker. Students are permitted to ask questions for clarification, probe the strength of the data, and challenge the warrant by proposing alternatives.
- (S) Students select sample cards containing a situation to be dramatized in an improvisation with a partner. The aim is to use oral communication as a way to influence behavior. For example, a classmate tells you that he found two tickets to Great Adventure. You want to persuade him to let you use the second ticket.

#### **4. Modify oral communication in response to the reactions of others.**

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- (E) A class has to decide where to plant a garden. Several students volunteer to present their ideas. One student, for example, focuses his/her presentation on proximity to the classroom, one on access to water, and another on soil conditions. The audience members ask questions of the presenters, and the presenters respond. Based on audience feedback, the presenters adjust their communications in order to make a persuasive argument. The class then votes on the location of the garden.
- (E) Students practice influencing others by role-playing three children who disagree over which board game to play or which movie to rent from the video store.
- (E) Students discuss the differences in the way they will try to convince a classmate to join them in an activity when (1) the student wants to join and (2) the student does not want to join. The class then discusses other situations in which people have to modify their speech.
- (M) Students brainstorm the qualities and characteristics they will need to keep in mind in order to make a good Reader’s Theater presentation. This information is displayed on a wall chart in the classroom. Then small groups select a work they will present as Reader’s Theater. As the presentation is rehearsed, students alternate as speakers and evaluators. The evaluators use the information on the wall chart to recommend changes in the speakers’ presentation. The speakers attempt to change their presentations to reflect the advice of the evaluators.

- (M) Students describe something, such as a photograph of a room, to other students. The audience attempts to draw what is being described without seeing the picture. The speaker examines the drawings for completeness to determine if more information needs to be given and continues to modify the description until the replications more closely resemble the original.
- (M) The class discusses the criminal behaviors of such classic characters as Jack in *Jack in the Beanstalk*, Goldilocks in *Goldilocks and the Three Bears*, and the Wolf in *Little Red Riding Hood*. Students are appointed as prosecutor and defender of each character, and the rest of the class acts as an interactive jury. When a juror wants to object to or register confusion from a statement made by either the prosecutor or the defender, the juror raises a hand. The prosecutor or defender must now adjust his or her communication in response.
- (S) Working in groups, students follow the spoken directions of one group member, who has designed a computer graphic they will attempt to duplicate. As the students work on the project, the speaker observes how well the directions are being followed and modifies the direction to enable everyone to complete the project successfully.
- (S) Using the topic, “If I Could Change One Thing in School,” students prepare one- to three-minute speeches, which they present and videotape. With preestablished criteria, the class rates each performance and suggests two recommendations for improvement. Each speaker analyzes the recommendations with peers, modifies the presentation, and presents again.
- (S) After selecting a dramatic scene from *Great Scenes from World Theatre*, students pair off, rehearse, and perform using peers as audience and critics. The critics provide suggestions for improvement, and the pairs modify and replay the scenes.



## 5. Participate in collaborative speaking activities, such as choral reading, plays, and reciting of poems.

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- (E) Appreciation and understanding of reading material can be greatly enhanced when students read aloud or act out a favorite story scene. After a whole-class book reading, groups choose a favorite scene to act out. Students choose the narrator and roles, create dialogue, and present their mini-scene to the class.
- (E) Students participate in creating a collaborative story at the board. The first sentence suggested is written on the board and read aloud by the class. Next, a student has one minute to add a sentence to keep the story going. This continues until all of the students have had a chance to write. When the story is completed, it is read aloud, revised, and titled. Later, the story is typed and distributed for illustration by the students.
- (E) Students select a text of choral poems, such as Paul Fleischman's "Joyful Noise." The class is divided into two sections and choral reads so that each section represents one voice.
- (M) Students studying the Constitutional Convention in their social studies class are encouraged to present a 20-minute play focusing on "The Great Compromise." Parts are assigned, letters are written to invite parents to the presentation, programs are written and printed, and students rehearse their lines alone and with other students. The play is presented for an audience.
- (M) After reading poems that have particularly strong rhythmic elements (e.g., Hayden's "Daedalus, Come Fly Away Home" or Noyes' "The Highwayman"), students work with their teacher to locate enjoyable poems with similar qualities. Students choose their favorite one to read chorally for the class and prepare in groups according to their selection.
- (M) As part of a unit on humor, class members create their own Comedy Hour, performing one-liners, Ogden Nash poems, scenes from Mark Twain, and other voices of humor. Students create and direct the format and sequence of their production.
- (S) After reading an Ibsen (or other full-length) play, the teacher divides the class into five groups and assigns an act to each group. The group then selects a scene or portion of a scene to prepare and read for the class. Students who do not have speaking parts act as coaches or directors for the others, assisting with pacing and intonation.
- (S) After studying the role of the chorus in Greek tragedy, the class practices and presents a scene from a Greek play, such as *Antigone*, in which the chorus and the main character interact.
- (S) After studying the Shakespearean/Elizabethan sonnet, students participate in the following oral reading activity. A sonnet the students have not seen is cut up into lines. The lines are mixed up and handed out to 13 students. The teacher, who is holding the first line and standing in the front of the room, reads the line aloud. S/he invites the student who thinks s/he has the second line to read the line aloud. The student stands next to the teacher at the front of the room. Then lines 1 and 2 are read aloud in sequence, and students try to figure out which is line 3. This process continues until all 14 lines are standing. Each time a line is added, the sonnet is read aloud from line 1 up to the missing line to check whether the sequence makes sense. Students make adjustments as necessary. At the end, the entire poem is recited one more time.

## 6. Participate in discussion by alternating the roles of speaker and listener.

- (E) In pairs, students think-pair-share. Teachers ask the class to think of their funniest moment. With partners, students share these experiences. During debriefing, each student summarizes his/her partner's funny moment for the class.
- (E) In groups of four, students interview one another about their favorite books. Students count off. Students 1 and 3 listen while students 2 and 4 tell about their favorite books. Then, students 1 and 3 tell what they have learned. Next, students 1 and 3 tell about their favorite books while students 2 and 4 listen. Finally, 2 and 4 tell what they have learned.
- (E) Students read silently a short selection about Japan to obtain background information for their reading of *Sadako and the Thousand Paper Cranes*. Working in pairs, students then share what they have learned about this topic, alternating the roles of speaker and listener.
- (M) The teacher leads a discussion on a topic, such as the TV rating system, using Rogerian listening techniques:
  1. Each speaker has 30 to 60 seconds to state a viewpoint or present an anecdote related to the topic.
  2. The speaker then calls on the next speaker by name.
  3. Before presenting his/her viewpoint, the new speaker must briefly restate the previous speaker's statement.
  4. Repeat Steps 2 and 3 until the discussion ends.
- (M) Students read an account of a trial, such as Benet's *The Devil and Daniel Webster*, or a newspaper account of an actual trial. They discuss the aspects of a trial and the persuasive techniques used by prosecutors, defense attorneys, and witnesses. Using either actual or invented cases, students act out mock trials, role-playing the various characters. Class juries reach a verdict based on the success of the persuasive techniques used.
- (M) At the first full-class meeting, pairs of students interview each other for 16 minutes so that each student can introduce his/her partner to the class. Each student questions the other for 8 minutes, taking notes about the partner's family, interests, or goals. Then pairs switch roles for the next 8 minutes. Based on the notes, each student introduces his or her partner to the class.
- (S) Students practice formal speaking using audiovisual equipment (e.g., tape recorder and video camera) to view and hear themselves. They then use a self-rating form or series of questions to identify areas for improvement, such as speaking quality and posture. Next, they critique the tape(s) with another person, using that form or series of questions. Finally, they present the speech to others to gain confidence, to share in a critique of the delivery, and to improve strategies and techniques.
- (S) As preparation for a major test on four American literary periods, the teacher divides the students into four groups. Each group is responsible for creating questions for one of the periods. The teacher assists each group and ensures that the questions invite critical thinking. After the questions are developed, groups take turns asking the rest of the class the questions, which the audience tries to answer. If the answer is acceptable, the teacher tells the students to write the question and answer in their notebooks for test review purposes. To encourage students to listen carefully to each other, the teacher does not repeat questions or answers.
- (S) Working in groups, students use CD-ROMs, the Internet, and other library media resources to research different literary periods. The groups discuss their findings, alternating roles as speakers and listeners.

## 7. Talk with others to identify, explore, and solve problems.

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- (E) Mrs. Marshall has a robot named Quandar. Whenever a student has difficulty with a concept, such as multiplication, Mrs. Marshall directs the students to explain the concept to Quandar, who knows nothing about our planet. Frequently, in the process of explaining it to Quandar, students end up understanding the concept better themselves.
- (E) After reading and discussing a chapter in a novel, cooperative groups identify a character whom they would like to know more about. Each group prepares questions they would like to ask their chosen character and offers reasons why this information would be useful to readers. They then share their questions and reasons with the whole class.
- (E) A new child is scheduled to arrive in a first-grade class within a few days. The class discusses what they can do to help the new student feel comfortable, get to know the school, and learn about his/her new classmates. The students dictate a plan that the teacher writes down and posts on the bulletin board for the class to follow.
- (E) After a discussion of problems that the teacher and students have observed in their class (e.g., inefficient lineups for assembly or lunch, interruption of the teacher's conferences with students, or lack of access to reading/writing folders), students divide into small groups to discuss the problems and propose solutions. Each group then makes an oral presentation to the class.
- (M) After reviewing students' GEPA (Grade Eight Proficiency Assessment) essays and the criteria for each score point, students develop a classroom checklist for peer feedback on student writing. The checklist, which contains questions or statements about content and organization, sentence structure, usage, and mechanics, guides peer response to student writing.
- (M) After reading Robert Cormier's *The Chocolate War*, students discuss how the main character, Jerry Renault, solves a significant problem. They discuss whether there were other, equally effective or logical solutions, and how these might have affected the outcome of the story.
- (M) In cooperative groups, students work together to identify a problem concerning garbage in the school. They brainstorm sources of garbage, then categorize the sources, and generate possible solutions to the garbage problem.
- (M) Students work in groups to develop solutions to problems within their school community, such as appropriate dress, "outsiders" attending school dances, and homework and grading issues.
- (S) Students meet in small groups to examine problems facing the teenager in today's world and to recommend possible solutions. Later, they share their solutions with the entire class through a roundtable discussion.
- (S) Students discuss difficulties making career choices. They develop an action plan that an individual in such a situation might follow. A guidance counselor at the school is invited to class to review the plan with the students.
- (S) The teacher asks students to envision themselves ten years from now: where they will be living, how they will have achieved their goal, what problems they needed to solve, and how they will have solved the problems. Each student orally presents his/her dream and the steps taken to achieve it.

**8. Speak before a group to express thoughts and ideas, convey an opinion, present information, and tell a story.**

- (E) After establishing pen pal partnerships, students in one class demonstrate and talk about their talents and interests while their teacher videotapes the talks for their pen pals. Students have a meaningful audience for their performance. If the technology is available, the video can be transmitted electronically through e-mail.
- (E) Following summer vacation, the teacher reads Teague's *How I Spent My Summer Vacation* to the class. Students share their responses to the story. Then each child draws a picture of what a dream summer vacation would look like and shares the drawing with the other students.
- (E) Following a discussion of important people in students' lives, each student draws a picture of one important person and tells a story about that individual to the rest of the class.
- (M) Each student prepares and delivers a one-minute story detailing a personal school-success experience.
- (M) While studying the history of New Jersey or the United States, students read historical fiction. Students select a character from their reading to bring to life within their classroom through a portrayal or presentation. Students may wish to dress in the style of the character and to use props.
- (M) Students have researched different aspects of New Jersey and have kept learning logs about their research. The social studies and language arts teachers have coordinated work on this unit with the library media specialist. Some of the aspects student groups have studied include demographics, geography, and famous New Jerseyans. At the end of the unit, students invite parents to the school to hear the results of their research and to show a paper quilt they have made representing some unique features of the state.
- (S) After reading *A Tale of Two Cities*, students select a Dickens character with whom they identify. They then prepare and deliver a short speech in which they compare this character to themselves.
- (S) Students recall their early literacy experiences in a short oral autobiography that they present to the class. They are encouraged to use visuals to add interest to their talk.
- (S) Students compose a written and oral presentation on a social issue introduced in a self-selected novel or play they have read from one of the literary periods studied by the class. Student presentations consider whether the identified social issue has relevance for today.



## 9. Use the conventions of spoken English, such as grammar and appropriate forms of address.

- (E) *Frog and Toad* books by Arnold Lobel are great for teaching the reading of dialogue and use of quotation marks. If tapes are available, have students listen to them and discuss the changes in characters' voices. Then refer students to the text to notice how dialogue is indicated through punctuation. Have students play the parts of characters through puppets while they read the story behind the stage.
- (E) Students are asked to prepare a brief oral welcome for parents attending a classroom presentation, keeping in mind criteria discussed in a mini-lesson: content, grammar, usage, and forms of address. In small groups, students share written drafts and reach consensus about what will make a good welcome and introduction for parents.
- (E) Students and the teacher discuss the ways in which we use different language in different situations and with different people. Students prepare examples of how one thought could be conveyed differently in these contexts and how their use of these conventions would change.
- (M) The teacher videotapes the students while they are working in pairs or small groups throughout the year. After each taping, students view the tapes, comment on their spoken English, note improvement, and set personal improvement goals.
- (M) The class is introduced to a series of social speaking situations, such as introducing a speaker. Students take turns using correct forms of address and diction to speakers. After completing class simulations, students have the opportunity to actually introduce a guest speaker to the class.
- (M) The teacher presents a lesson on the differences in speech registers used for different occasions, addressing such issues as inflection, intonation, word choice, contractions, and slang, as well as the effect of these on the audience. For example, "I want to go home" might mean "I desire to return to my mansion!" or "I wanna go to the 'hood!" Students discuss the differences.
- (M) Small groups of students are given Trosclair's *A Cajun Night Before Christmas*, which is rich in Cajun dialect. Students are instructed to convert the speech to conventional or standard English and analyze the differences they hear in the two versions. Groups exchange their conclusions.
- (S) In a mini-lesson, the teacher demonstrates the differing degrees of formality used when introducing a friend to different audiences: a city or state official, a parent or guardian, a close friend. Working in pairs, students develop a set of three introductions for each other reflecting levels of formality according to the audience. Students then present their introductions to the class and discuss differences.
- (S) As an outgrowth of studying George Bernard Shaw's *Pygmalion*, students rewrite a scene changing Eliza's unconventional grammar and forms of address into acceptable conventions. Students act out one another's scenes and discuss form, structure, and conventions.
- (S) Students listen to and view taped audio and visual situations illustrating appropriate forms of address in Spanish, French, German, Italian, Vietnamese, and other languages. They take notes on the similarities and differences between forms of address across the different cultures.



## 10. Read aloud with meaning.

- (E) For a Reader's Theater, students perform poems they have selected from Jack Prelutsky's book of poems, *It's Thanksgiving*. Working in pairs, students first practice reading aloud their selected poem while their teacher guides their oral reading. Students consider intonation, articulation, volume, and dramatic rendering of subject matter. After sufficient practice, the students rehearse as a large group and finally perform the text for community members in a schoolwide literacy celebration.
- (E) Students prepare readings to share with younger children. They select a picture book with help from their library media specialist or teacher, prepare a good introduction to the book ("This book is mainly about..." or "What do you think might happen...?"), and read it aloud to the younger children in a way that interests, entertains, and engages their audience.
- (E) Students prepare and deliver an oral interpretation of a poem by a favorite author, such as Shel Silverstein or Jack Prelutsky. Their presentation includes physical movements that convey their interpretation of ideas in the poem.
- (M) Students have written memoirs during writing workshops. After all pieces have been revised and edited, students are encouraged to read their writing to their classmates. They have been given the opportunity to practice what they will read, using tape recorders to facilitate their rehearsal.
- (M) Students prepare and deliver an oral interpretation of "Jabberwocky" and define at least five neologisms within the poem.
- (M) Students choose a selection from Edgar Allen Poe's "The Raven," Vachel Lindsay's "The Congo," or Carolyn Grant's *Jazz Chants*. Each student prepares the selection and presents it aloud to the class.
- (S) The teacher selects a play and assigns one scene to each of five groups. Each group prepares its scene for an oral reading. After practice, the students present their scenes to the class as a radio play. As the play is presented in scene order, students listen to the other groups. Later, they critique the interpretations and the different points of view of the characters.
- (S) Students are asked to find an example of prose, poetry, or a song with special significance for them. Their assignment is to (1) prepare to read this selection to the class, and (2) write a short essay in which they explain the reason for their choice.
- (S) Students practice reading aloud a news story that they will present as part of the school's "News Today." Readings are videotaped, analyzed, and rated, using criteria established for effective communication. In follow-up discussion, students determine what elements made individual readings effective.



**11. Give directions and/or instructions.**

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- (E) Students write directions for making a peanut butter and jelly sandwich. In pairs, they then follow each others' dictated directions and make the sandwich. Then students discuss the need for clarity in directions.
- (E) Working in pairs, students take turns giving oral directions from school to their homes. As the students give directions, their partners draw rough maps based on the directions given. They then discuss ways to make the directions clearer.
- (E) Students work in pairs to develop a set of written directions for completing class jobs. Pairs trade directions and give feedback.
- (M) After the teacher conducts a mini-lesson on how to give clear directions to others, he divides the class into several groups. Each group becomes proficient at doing a particular craft (e.g., making sun prints). Each group then functions as a panel of experts that instructs the others to make the craft.
- (M) Students prepare for a visit to their school's computer lab where a new word-processing program has been installed on each computer. As a class, they develop a set of questions they will ask the computer teacher about how to use the software during the visit. Students use the new program and keep a list of other questions they need answered in order to use the program successfully.
- (M) As a class, students develop a set of orientation instructions for incoming middle schoolers on what to do on the first day of school.
- (S) Students demonstrate before their peers how to do something they enjoy. Suggestions include how to draw a cartoon, play a guitar, or decorate a cake. The students give step-by-step directions during the demonstration. Afterwards, the class asks questions about directions that were not clear.
- (S) Seniors in one class are preparing for a visit to 8th-grade classes where they will give the students tips for success in high school. The seniors form groups based on the category of topics they want to discuss, such as preparing for tests, writing lab reports, taking class notes, listening to classroom discussions, and working in cooperative groups. Each group develops a set of guidelines for the 8th graders and a plan for its 15-minute talk to the class.
- (S) Students demonstrate and explain how to use a piece of practical technology, such as programming a VCR to record several programs, setting a calendar watch, or programming an electronic personal organizer.

## 12. Tell, retell, summarize, and paraphrase ideas.

- (E) After hearing or reading a tall tale, students practice retelling it. After each student retells a part, the next speaker must retell that segment before adding a new segment to the retelling. When the retelling is incomplete or inaccurate, others in the class discuss what they heard and make suggestions for changes.
- (E) With a buddy, students tell each other the important ideas or facts that they heard when the buddy read a section of a textbook aloud. Students then reread the text to determine whether any ideas have been left out of the recitation.
- (E) Students summarize and retell a familiar fairy tale in play form. Children use puppets, scenery, and flannel board.
- (M) On a rotating basis, students serve as assignment monitors who inform other class members of the daily activities, nightly assignments, due dates, and project updates.
- (M) Students pretend they are telling their grandchildren about a wonderful adventure they had as a child. The adventure may be a retelling of something real, imagined, or read.
- (M) After completing a novel, students dress up as a major character and summarize the story from that character's point of view.
- (S) Using their own language (paraphrasing), students restate critical issues evident in *The Elephant Man*. These issues could include aspects of theme, character development, and conflict.
- (S) After researching postsecondary options, students discuss their findings in heterogeneous groups. Students opting for college summarize their reasons for choosing a specific college as their first choice and explain how they arrived at a "safety school" decision. Other students share their findings about employment or trade school. In each group, students have different responsibilities for reporting the information to the class: one student will report on first-choice colleges; another will discuss the safety school choices; a third student will share information about employment; and a fourth will report on trade schools. In classes where postgraduation options are similar, student heterogeneity may be achieved on the basis of geographic location of first-choice college, college majors, or type of employment sought.
- (S) Students conduct research in the library media center on the impact that modern technology has had on careers that interest them. Each student locates at least one visual (e.g., chart, graph, cartoon, or photograph) that illustrates the ways in which technology has affected that particular field. As part of the oral report on their research, each student summarizes the visual found. The summary must include the purpose of the visual, its distinguishing features, and conclusions that can be drawn from the information it contains.
- (S) In review groups, students share what they have learned from reading a particular chapter of a book. Each group has its own responsibility: one group creates a web to show different relationships among the ideas in this chapter; another prepares an outline of the main idea and supporting details; a third group creates a Venn diagram to compare and contrast ideas and events in this chapter with those in another; and a fourth group creates illustrations to represent ideas or events. Afterwards, each group makes a presentation to the class.

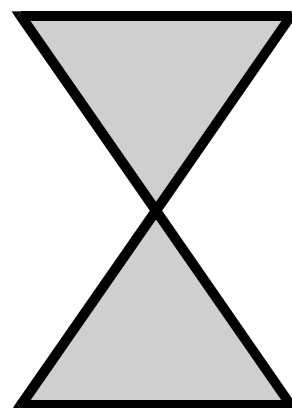
**13. Use visual aids and nonverbal behaviors to support spoken messages.**

- (E) Each student brings a favorite stuffed animal to class. Using it as a prop, the student tells its history, where it lives, what it does at home, and why it is his or her favorite.
- (E) For their book reports, students create a collage, travel brochure, or a video of the setting of the book they have read. The product should encourage or discourage others to visit.
- (E) Students in a combined K-1 class help the library media specialist tell an action story. Following the library media specialist's direction, the students clap, stomp their feet, stand up, and sit down on cue. Their movements correspond with the actions in the narrative.
- (M) Each student presents a one-minute "how-to" talk with visual aids that explain the steps of a multistep process (e.g., tying laces, polishing fingernails, making a braid, or drawing a circle with a compass). The audience discusses how the visual aids help them understand the process.
- (M) After reading a biography about a famous American, students create a paper book bag. The front of the bag will include a portrait or action picture of the famous American, a book title, and the author of the biography. The back will include five facts about the person, and the two sides will include "super facts," such as interesting events and accomplishments.
- (M) In groups, students block scenes from a play they have read; their blocking should make clear the relationships between characters. Each group can be responsible for a difference scene.
- (S) After reading an epic or novel that describes the protagonist's travels, such as those of Odysseus or Huck's adventures with Jim, students create a map to use as part of a presentation about the character's travels.
- (S) Students analyze the illustrations in children's literature that is popular today or has been in the past. During a visit to the library media center in the district's elementary school, each student selects both a recent book and a children's book from the mid-1900s to analyze. Then each student prepares a short talk comparing the role of illustrations in children's literature then and now.
- (S) Students select favorite TV shows to critique. They each prepare an oral presentation, supported by such visual aids as videotapes or drawings, to discuss particularly effective dramatic, visual, or comedic elements.
- (S) After reading *Our Town*, students select a scene, artifact, or character from the play to illustrate, using any materials and methods they choose. They present their illustrations to the class and explain them.



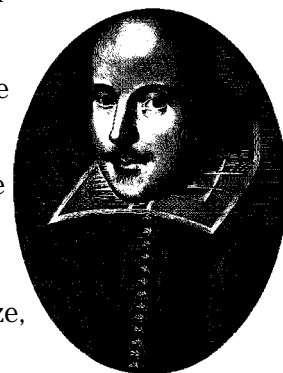
#### 14. Use clear, concise, organized language in speaking situations.

- (E) Students take turns describing a geometric shape, using clear, concise, organized directions to guide classmates who try to replicate the shape without seeing it. The speaker may not say the name of the shape itself while giving the directions.
- (E) Students give a book talk, a “how-to,” a report, or some other type of verbal presentation. They are encouraged to speak clearly and to organize and present their ideas logically. Their reports are videotaped and then reviewed by the class for elements of clarity and organization.
- (E) Students brainstorm to identify important problems in the community and school. Each selects one problem to discuss in a two-minute report. The teacher provides students with a format to follow that includes main ideas, supporting details, an opening, and a closing.
- (M) Students use a narrative poem, such as “Casey at the Bat,” as the basis for a news report that they write and then broadcast over the school’s P.A. system.
- (M) The teacher reviews New Jersey’s Speaker’s Checklist with students to guide their preparation of a three-minute oral presentation. Students then use the checklist to evaluate classmates as they make their presentations.
- (M) As part of a unit on persuasive thinking, writing, and speaking, students develop a rubric that they will use to rate their own and other students’ speeches. As individual students take turns making a persuasive speech, the audience lists important points concerning content and organization and then rates each speech using the rubric. In small groups, students compare their ratings and reasons for them.
- (S) Students read about parliamentary procedure from a recognized source, such as *Robert’s Rules of Order*, and discuss the format for conducting a formal meeting. Then they attend a meeting of a local organization, such as the Kiwanis Club or PTA/PTO, to observe parliamentary procedure in action. Later, they discuss the effects of parliamentary procedures and rules on the conduct of the meeting they observed.
- (S) The class works together to define the qualities of a good speaker and develop a preliminary rubric. They listen and view several examples of speakers to help them refine their rubric. Students then watch panel discussions on television to identify role models for effective speaking and, if possible, to tape samples for reference during class discussion when they share their findings.
- (S) Using forms and ratings provided by the annual “Voice of Democracy” contest, students listen to three- to five-minute recorded presentations and rate elements of clarity, conciseness, and organization of language.



**15. Speak before a group to defend an opinion and present an oral interpretation.**

- (E) After listening to Ashley Bryan's oral interpretation of some of his poems, students try to imitate the vocal sound effects and expressive techniques Bryan uses with poems they have enjoyed reading. The students take turns presenting these to each other in small groups. Then each group chooses one group member to present an interpretation to the class.
- (E) Students brainstorm issues they care about, such as bedtimes, chores, and cafeteria food. The teacher asks them to pick an issue and take a stand. The teacher then presents the opposing viewpoint and asks students to respond. As she leads students through this conversation, she identifies elements of persuasive speech such as viewpoint, supporting evidence, and strategies for rebuttal. This exercise helps students build schema for persuasive reasoning through oral language.
- (E) The teacher models a persuasive speech and discusses the importance of having reasonable data to support claims that are made. Then, working in pairs, students develop original persuasive pieces they will present in a Speaker's Forum. The topics should be based on things for which they have strong feelings. Students collaborate to develop supporting arguments for their claims.
- (M) Students spend time discussing some of their favorite storybooks and the authors' use of poetic qualities, illustrations, and themes. They identify books they would like to read to a first grader and develop guidelines for book sharing, e.g., how to hold the book; voice intonation; how to handle children's comments while reading. They practice reading the stories to each other and then visit a first-grade class where each student reads the selected book to one child. Afterwards, the class discusses the children's reactions and the experience of book sharing.
- (M) The teacher assigns (or students choose) a topic that affects their lives, such as the following: "Should students be required to wear school uniforms?" "Do eighth graders need curfews?" "Should eighth graders have open campus?" Students review elements of persuasive speech and then conduct research in the library media center using the Internet and other sources to find support for their opinions. Finally, they present their arguments to the class.
- (M) To introduce the elements of extemporaneous speaking, the teacher gives students a phrase, such as "If I had a million dollars..." or "If I could go anywhere I wanted..." and gives each student the opportunity to speak before the class for a minute on this topic. As the semester goes on, this activity can be made more challenging by using topic sentences that require specific supporting statements, such as "My favorite book is..." or "This product is the best because...." The final stage of the exercise requires students to base their statements on supporting information or facts, such as "The greatest problem we have in America is..." or "If only people would\_\_\_\_\_, then \_\_\_\_\_ would not be such a problem for America."
- (S) After researching a current local educational issue, students prepare for a presentation at a local Board of Education meeting where they will deliver a brief statement expressing their views. Using a checklist, they analyze the strength of their arguments and possible alternative views and then develop counterarguments for these.
- (S) Students search through *Great Scenes from World Theatre* and collections of dramatic monologues to select readings that they analyze, rehearse, and perform in oral presentations for the class.



- (S) After studying contemporary music lyrics or poetry, students present samples to the class and provide oral interpretations suggesting the meaning and relevance of the lyrics to contemporary society.

**16. Recognize when audiences do not understand the message, and make appropriate adjustments.**

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- (E) Several students in the class prepare a presentation about something they know well, such as dinosaurs or the solar system. With teacher guidance, students obtain information from a variety of resources. The students then present their information to the class in two-minute speeches. Each time members of the audience do not understand something, they make notes so they can ask the speaker for clarification, such as the name of something or the explanation of a process.
- (E) Students are asked to tell a family member about an activity they did that day. If possible, they use a tape recorder to record the conversation. They note the points at which the listener asks for additional information or registers confusion. They report back to the class how the listener responded and what adjustments they made during the conversation.
- (E) Students tell a story about an important event in their lives, such as getting a pet or a new sibling. As they tell their stories, they watch for signs of confusion and then attempt to clarify for their audience.
- (M) In order to have students consider when audiences do understand a message, an English teacher has arranged to videotape his class while he delivers a ten-minute lecture on an arcane subject. The teacher then plays the video for the students. They note the nonverbal signals of disinterest, boredom, and misunderstanding and discuss the reasons for these reactions, as well as what the speaker might have done to evoke a different response.
- (M) Small groups of students work to develop a new board game. They create the materials, rules, and directions for playing the game. Each group presents their game and directions to another group. The second group tries to play the game, asking for clarification or elaboration when necessary. Later, each group discusses reasons why the audience did not understand the directions and the need to make appropriate adjustments.
- (M) Students read a “how to” book to learn how to make an object or how to perform some task (e.g., how to make an origami bird or how to juggle). After actually making the object or mastering the process, students reflect on how they mastered the book’s directions. They then develop a set of directions to share with their peers so that classmates can make the object or perform the process, and they adjust their directions as needed so that all students can be successful.
- (S) Students present an informative speech to the class, one which they have researched in the library or on the Internet. Each speech is at least five minutes in length. While each student speaks, the audience notes those parts that are compelling and those that are less interesting. The class then discusses strategies speakers could use to adjust their content and behavior during presentations.
- (S) The classroom teacher arranges for students to visit a middle-school classroom where they will take notes. Their notes are to record how a teacher makes adjustments when the students do not understand. Later, the students compare notes and discuss strategies speakers use to adjust their speeches.

- (S) Students are asked to come up with something to teach to a younger child, such as how to tie a shoe, solve a math problem, or write a paragraph. Students prepare and deliver the lesson to a young child and then write a journal account in which they reflect on any difficulties they encountered in presenting the lesson. They also explain any adjustments they made.

## 17. Conduct an informational interview.

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- (E) At the beginning of the school year, students prepare to interview one another. As a class, they develop a set of questions targeting information they want to know about each other. Working in pairs, students then interview their partner. From the information obtained through those interviews, each student then introduces his or her partner to the class.
- (E) Students create questions and answers about authors they have researched independently. Students then interview each other to learn about the authors. In the interviews, each student assumes the role of his/her researched author. These interviews might be video-taped if students dress in costumes or use props.
- (E) Students prepare a list of questions to ask the school principal, who is then invited to class to be interviewed. Students take turns asking their questions. Afterwards, the students collaborate on a class essay about the school principal that they will take home to share with their parents.
- (M) Middle school students work in pairs to conduct video interviews of each other as part of a local oral history project. Students begin this unit by reading and hearing/observing sample oral history interviews from which the students distill sample generic questions. Prior to taping the actual interview, students practice interviewing one another, using the questions they have generated and familiarizing themselves with media (video or still camera, tape recorders).
- (M) Students read about and discuss proper interviewing techniques. They observe formal interviews on television and then discuss these to determine effective questioning strategies. A set of guidelines is prepared.
- (M) Students develop a list of biographical questions to ask another student in their grade. Each student conducts an interview and then writes a short essay or news report about the interviewee. These are read to the class, omitting the subject's name, and students guess the subject's identity.
- (S) Students interview an individual who is two generations older to gather information from the interviewee about his or her school life and what life was like for an adolescent in earlier times. Cross-cultural comparisons of life "back then" are made, as well as comparisons with adolescent life today in the United States and elsewhere.
- (S) Students select American historical figures that they have studied, such as George Washington, Benjamin Franklin, or Dr. Martin Luther King, Jr. They assume one figure's persona and prepare a list of questions to ask of another historical figure. Pairs of students take turns interviewing each other.
- (S) Students research a job they would like to have. They then work in pairs to create a set of questions they might be asked if they were to be interviewed for their chosen jobs. Guidelines for successful job interviews are discussed, and a rubric is created by the class. The class conducts mock interviews and uses the rubric to critique each student's interview.



- (S) For a community history project that will culminate in a student-produced book, students conduct interviews with long-time residents, photographing and video- or audiotaping them with permission. Before the interviews, the class collaborates on a list of pertinent questions to which students will add individual questions that are appropriate to their respective subjects. After completing the interviews, students share their interviews and visual materials with the class. Key points are selected for inclusion in the book, which also will include photos of interviewees and of the town.

## 18. Receive and use constructive feedback to improve speaking ability.

- (E) Each student reads a book and then retells the story to the class. The class responds by asking for clarification or additional information to help the speaker improve his or her retelling.
- (E) After preparing for an oral presentation on a familiar topic, students work in pairs to provide feedback to each other concerning the clarity and organization of the presentation. Each student uses this feedback to improve the presentation before presenting it to a larger group.
- (E) Students in one class prepare a play for presentation to the entire school. They invite another class to critique their rehearsal and to comment on such concerns as volume, pacing, blocking, and interest. Students make adjustments based on this feedback.
- (M) Students use a published piece of writing from their portfolio as a vehicle for improving speaking ability. Peers critique the student's oral reading of this piece, using a previously constructed rubric. Students then reread their pieces and write an analysis of the improvements they made.
- (M) Students select and dramatize a historical event they have recently studied or that they have read about independently. They work in small groups to prepare the dramatizations, which their classmates will evaluate using a teacher-made checklist. After their first presentation, students review and discuss the evaluations in preparation for a second presentation that the class also evaluates. Groups then compare class responses to their first and second presentations.
- (M) Students mark a script for formal presentation. The script might be a monologue, poem, persuasive speech, etc. Even if students memorize the formal presentation, they should mark the script for appropriate and effective oral style. Students then make their presentation to the class.
- (S) The teacher models how to mark a script using a marginal code or multicolor pens. Then students learn how to mark a script for emphasis, inflection, pauses, etc., marking a variety of texts for effective delivery. After students rehearse their marked scripts, they work with a peer who provides feedback to refine the presentation. Students then make their presentations and receive feedback on their delivery.



- (S) Before delivering an oral presentation, students generate a feedback rubric, such as the one that follows, for use during practice and presentation.

Descriptor	1	2	3
Quality of speaking voice	Too soft and too unclear	Uneven volume yet clear	Loud enough and clear
Pacing	Rushed	Uneven	Well-paced
Gestures	No gestures	Limited gestures	Well-defined gestures
Eye contact	No eye contact	Some eye contact	Appropriate eye contact
Speaker's interest	No apparent interest	Limited interest	Enthusiastic

- (S) Students videotape themselves doing a cold or unrehearsed reading of a monologue, poem, or persuasive speech. Then, after the teacher explains how to mark a script for emphasis, inflection, and pacing, students use these techniques to prepare for a second reading that is also videotaped. Students compare the two versions.

## 19. Identify the elements of debate.

- (E) Students view a segment of a children's television program in which the characters are disagreeing about an issue or event. The students identify the issue and decide who won the argument and why.
- (E) After reading a chapter from *Soup*, students discuss their views on whether the character made the right choices. Students defend their points of view.
- (E) Students identify adversaries in well-known stories such as Hansel and Gretel's father and stepmother or Rumpelstiltskin and the queen. Pairs of students identify the issues and then role-play discussion between the two characters. Afterwards, the class decides which character presented the stronger argument.
- (M) Students view a recent electoral debate. Each student must identify at least one issue on which the candidates disagreed and write a brief summary of each candidate's position on that issue. Students are also encouraged to discuss the speakers' use of intonation and body language to get their points across and the overall effectiveness of the speakers.
- (M) After reviewing the elements of debate, the class invites the high school debating team to visit the class and to conduct a debate. After the debate, the middle schoolers identify the debate issue, each team member's stance on the issue, and the kinds of arguments advanced by each side.
- (M) Students prepare for and participate in a debate on the following topic: "Should the public be informed of every issue concerning food product safety?"
- (S) Watching a replay of a recent or historical presidential debate, students take notes to identify elements of debate, including logical argument, evidence, and points of rebuttal, and then discuss them.

- (S) The teacher discusses a teacher-prepared outline of the elements of debate as a guide for notetaking and presents a point system for scoring debates. Students then view and take notes on a taped political debate (e.g., local, state, presidential) and identify elements of debate evident in the tape. Afterwards, they discuss what they saw in the debate, identifying the elements of debate and assigning scores for each element.
- (S) The teacher leads students in a discussion of the elements of debate and then asks students to consider the topic, “Real versus Virtual Pets,” and the question, “Which is better to own?” Students are given time to discuss this topic in groups and then to decide which point of view they want to represent in a team debate. During the debate, the opposing teams are seated on opposite sides of the room.

## 20. Prepare for and participate in structured debates and panel discussions.

- (E) Small groups of students select a favorite fairy tale or folktale character to present in a panel discussion to the class. Each group member makes a picture or a puppet to use during the presentation. The panels may address the character’s physical appearance, the problems the character faces, or the way the character triumphs over adversity.
- (E) As part of a unit on nutrition, students research and discuss their favorite cereals, using available information in print ads, television commercials, and the cereal boxes themselves. They decide by vote on the two class favorites. Students then divide into two teams to debate the merits of the two cereals. Teachers may bring samples of each cereal to class for a taste test.
- (E) Students brainstorm problems that they observe in school, such as boring school lunches or no place in which to play on rainy days. After listing at least ten topics, groups of four select one topic to prepare for a panel discussion. They plan and present their discussion of the problem and pose possible solutions.
- (M) The class has studied a U.S. history and literature unit on the Civil War. Groups of four select a historical or fictional character to research using multiple sources such as primary and secondary texts and the Internet. The characters may range from Abraham Lincoln to Robert E. Lee to Henry Fleming. Each group selects a representative to present that character’s views in a panel discussion of the causes of the Civil War. During and after discussion, listeners use their own research to evaluate the panelists’ presentations.
- (M) Having analyzed the basic structure and format for a debate, selected students prepare to debate the topic: “School uniforms should be required of all students attending public school.”
- (M) Having completed independent multimedia research concerning a specific historical figure, students assume the persona of that figure and participate in a panel discussion. This discussion will be videotaped and later studied by the class. The guidelines ask students to consider their knowledge about the historical figure and then imagine how this person might feel and think about a specific contemporary moral dilemma. Students enact their roles in a moderated panel discussion.
- (S) Following the reading and analysis of several novels containing a war-related theme, students prepare for and participate in a debate on the topic: “War is an essential part of the human condition.”

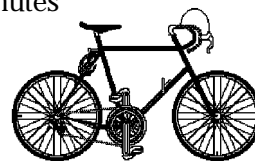


- (S) Students discuss their knowledge of debates, considering the following questions: Where have they heard and seen them? Have they ever debated with a parent, teacher, or friend? What are the characteristics of a good debate? Students then read an article about formal debate techniques, such as clear propositions, logical arguments, and refutation with evidence. Based on the discussion and reading, the teacher and students develop a scoring rubric for each feature of debate, using a four-point scale (ranging from ineffective to highly effective). Students brainstorm appropriate debate topics, divide into teams of two, and pair with another team to debate a topic. One side will argue the affirmative and the other the negative. After researching and developing their positions, the teams debate before the class. The listeners score each side using the scoring rubric.
- (S) Mark Anthony's famous oratory in *Julius Caesar* can be used to study both audience evaluation and speaking purpose. In oral discussion, students consider the following questions: Did Anthony know his audience? Did he know their needs and background? How did the overall meaning and specific goals of his oratory relate to that audience? What was the general purpose of the oratory?
- (S) As part of a literature unit on contemporary America, students work in groups to prepare a two-part panel presentation. Each panel group must identify one problem facing Americans as it is presented in literature they have read. The groups then brainstorm subtopics and assign one subtopic for each group member to research. Each group is to prepare at least one visual aid to use in the panel presentation. Presentations will consist of two parts: (1) each group member will have five to seven minutes to present information (not opinion) to the class, and (2) each member will be expected to ask other panel members questions as well as to answer any questions posed by members of his or her panel.

## 21. Present an extemporaneous speech.

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- (E) Each student selects some object in the classroom as the subject of an extemporaneous speech, describing the object's appearance, ordinary use, and unusual use. For example, students might describe a brick in a wall and then imagine it as a doorstep, a paper-weight, or a bookend. Students have five minutes to prepare their presentations.
- (E) After creating a visual representation of a nursery rhyme or poem, students share their representations with the class, explaining in an impromptu speech how it relates to the literature.
- (E) After discussing their favorite game or sport, students have twenty minutes in which to prepare an extemporaneous speech on the topic.
- (M) As part of a unit on transportation, students discuss the advantages and disadvantages of different transportation modes (e.g., cars, airplanes, skateboards, in-line skates). Each student has ten minutes to prepare an extemporaneous speech arguing the merits of one of these modes.
- (M) Students prepare and present sample three- to five-minute extemporaneous speeches based on amendments or articles from the United States Constitution. The class uses the New Jersey Speaking Rubric to score each speaker.
- (M) Students review literary works read during the year. Each student selects a character from one work of literature read and has five minutes to prepare an extemporaneous speech on the topic: "How would the story change if that character were not in the literary work?"



- (S) Students brainstorm ideas for funny or dramatic scenes for class improvisation, such as two former high school sweethearts who meet at their 20th reunion or a student, supposedly studying at the library, who runs into her mother at the mall. Students pair off to plan for five minutes before presenting the scene to the class.
- (S) Given an index card containing a summary of a controversial issue, such as closed versus open campus or the use of grade point averages to determine sports eligibility, students have two to three minutes to prepare an extemporaneous speech arguing the pro side of the issue. Then, they argue the opposite side of the issue.
- (S) After students read a short story or novel, each student writes on an index card the story element, such as character, setting, or conflict, that s/he would like to discuss. The teacher collects the cards and randomly distributes them to the class members. Each student has five minutes to develop a talk about that element of the short story or novel.

## **22. Demonstrate interview skills in real-life situations, such as college admissions or employment.**

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- (E) To prepare a set of class biographies, students develop a set of interview questions covering such categories as memorable moments in the interviewee's life, interests, talents, and future dreams. Students then pair up to interview each other. The partners should not know each other very well. Using their notes from the interview, each student drafts, revises, and edits a profile to be collected and published in a class memory book. These profiles can be duplicated for class distribution.
- (E) The class identifies important jobs in the class and the qualities needed to successfully complete these jobs. The students then develop a set of interview questions to ask each job candidate and conduct interviews for these rotating positions.
- (E) Students invite members of the community, such as a server from a local restaurant or a library employee, to come to class for an interview concerning job requirements. Prior to the visit, the students prepare a set of interview questions to ask their visitor. Later, students contribute to a story about their visitor.
- (M) To research the history of their neighborhood or town, students prepare interview questions, find residents willing to be interviewed, tape their interviews, and transcribe the material. Based on their research, the class compiles an oral history to be published and sold in local stores as a class fund-raising project.
- (M) Students prepare a set of questions they will use to interview a troupe of performers scheduled to present at their school. They conduct the interviews and use the information to write a story for the school newspaper.
- (M) Students invite the high school class presidents to their school to interview them on how to prepare for success in high school.
- (S) In preparation for the organization of groups, students develop a list of interview questions, prepare answers for those questions, construct résumés, and then conduct and participate in interviews for the selection of their group.
- (S) Students interview both town and school officials regarding a current local issue, such as a proposal to build a new school. The interviews will be part of a news show.

- (S) Students discuss their experience with both employment and college interviews. They list criteria that interviewers seem to use in judging applicants: appearance, attitude, communication skills, and experience. Afterwards, the teacher models one or two interviews with students in which they exchange roles and present both positive and negative features of interview skills. Next, a guidance counselor demonstrates a college or technical school interview, and a local business representative conducts a mock employment interview. Finally, students pair off to practice their interviewing skills.
- (S) Prior to setting up a local chapter of VISTA or another organization, students develop a list of questions to use to interview prospective members. Students conduct mock interviews using the questions they developed. Then class members decide which candidates should be selected.

## LISTENING

### STANDARD 3.2 ALL STUDENTS WILL LISTEN ACTIVELY IN A VARIETY OF SITUATIONS TO INFORMATION FROM A VARIETY OF SOURCES.

**Descriptive Statement:** Through active listening, students gain understanding and appreciation of language and communication. They develop an awareness of the role of sound, including intonation, rhythm, pace, enunciation, volume, and quality, in combination with words and/or visual presentations to convey meaning. Effective listeners are able to restate, interpret, respond to, and evaluate increasingly complex messages conveyed through sound. Students should have opportunities to listen to language used for a variety of purposes including telling a story, sharing information, questioning, persuading, and helping others to achieve goals. Students should recognize that what they say, write, read, and view contributes to the content and quality of their listening experiences.

### CUMULATIVE PROGRESS INDICATORS

#### 1. Use speaking, writing, reading, and viewing to assist with listening.

- (E) Prior to a teacher read-aloud of a familiar story, the class discusses elements of story grammar: characters, problems, potential solutions, barriers, and outcomes. As the teacher reads the story, the students take notes for each part of the grammar and make personal associations with the story. Afterwards, students compare their reactions to the story.
- (E) In preparation for reading *The Sign of the Beaver*, small groups of students use the library media center to research Native American histories, cultures, and beliefs about nature. Using their research as a guide, they construct an interview form to use as they interview a Native American. They either travel to a reservation or, with teacher guidance and parental approval, use the Internet to locate individuals willing to be interviewed. Afterwards, they write a report based on their findings.
- (E) As part of their study of New Jersey state government, fourth graders conduct telephone interviews with their local legislators using the speaker phone in the principal's office. First, they read newspaper reports, their textbook, and *New Jersey Monthly Magazine* articles to determine the questions they will ask their legislators. After discussing their questions, they draft, revise, and edit them and decide who will ask each question. Then they devise a recording form allowing them to take accurate notes as they listen attentively during the telephone interviews. With the legislators' permission, students also audiotape the conversations for future listening.
- (M) Students listen to the audio portion of a videotaped performance without viewing the picture. They compare with a partner the visual images they each imagined while listening and write brief notes about the similarities and differences between their visual images. They then view the videotape and compare what they imagined with what they saw.
- (M) Students are requested to take notes on a class lecture. The students have read about the topic. During the lecture, the teacher highlights key points by putting outline notes on the board to assist the students with notetaking.



- (M) In an effort to have students consider how stories are constructed, the teacher first shows the class a television commercial without sound, then he plays the same advertisement with sound and no picture. In the first situation, the students write what story they see. In the second, students write what story they hear. The teacher records students' comments, using a Venn diagram to show similarities and differences between viewing and listening.
- (S) As background for reading *The Grapes of Wrath*, students research various aspects of the Depression in the library media center. Students use what they learn from their research as a basis for composing questions to use in interviews with senior citizens who lived during the Depression. Afterwards, they share information before reading the novel.
- (S) In preparation for reading *Medea*, small groups of students research various aspects of Greek life including sports, the arts, architecture, the theater, and clothing. Each group prepares an oral presentation of its findings and includes visual aids.
- (S) During a lecture on the Elizabethan period in British literature, students take notes on points they feel are important. After the lecture, students compare notes with partners to identify similarities and differences. The pairs then share their findings with the whole class.

## 2. Demonstrate comprehension of a story, interview, and oral report of an event or incident.

- (E) Prior to listening to a story, interview, or report of an event, students discuss the topic, share prior knowledge about it, and offer predictions of what they will hear. The teacher lists their ideas on a chart. The students then hear the account and list what they have heard. They compare their prior knowledge to the new information.
- (E) A teacher prepares her class to listen to *The Very Hungry Caterpillar* by Eric Carle and, afterwards, a brief nonfiction account that explains in greater detail how caterpillars become butterflies. The class is divided into groups, each with a different listening responsibility. One group is told to listen for how caterpillars live. The second group is told to listen for information about the cocoon, and the third group is asked to listen for what happens once the butterfly is born. Each group shares its information.
- (E) Students have been keeping observation notebooks in which they have recorded interesting things they have seen and heard. Behind a barrier, the teacher makes a sound, such as sharpening a pencil. Children are to infer what the sound is. Then the teacher shows the object to the class, and the students discuss whether they had enough information from the sound alone to identify the object. They talk about unusual sounds some objects make.
- (M) During Women's History month, the teacher expands student awareness of the changing roles of women and enhances listening skills by inviting women, including youth, adults, and senior citizens, to the class for an interview session. Students prepare interview questions designed to explore ways in which women's roles in society have changed over the past few generations. Students then interview the subjects, listen to their responses, ask follow-up questions, and draw conclusions as to how women's lives have changed. A subsequent class discussion provides students with feedback on their interviewing and listening skills and enables students to compare their reactions and conclusions to those of their classmates.



- (M) While the teacher reads an explanation of the events that led up to the first moon landing, students take notes. Then, the students work independently to create timelines that show the sequence of the important events that were included in the account.
- (M) In the library media center, students locate a brief newspaper article about a topic of interest. Each student reads his or her article aloud to a partner. After the reader has finished, the listener summarizes the main points of the article.
- (S) Students in small groups listen to a brief segment of a documentary video. After working independently to write what they remember of the event covered, students in the group compare what they have written.
- (S) Students listen to an account of a specific news event on both commercial radio and National Public Radio. They then compare the amount of time given to the event by each station, the amount of biased language found in each report, and the conclusion of each report. Students report their findings to the class.
- (S) Students invite men of different ages into class to discuss the changing roles of males in today's society. In preparation, students develop interview questions concerning the men's changing roles in relation to women and society and their opinions about the changes. Following these visits, students graph age-related differences in men's attitudes.

### 3. Listen for a variety of purposes, such as enjoyment and obtaining information.

- (E) Students in a primary class have been involved in shared reading of Maurice Sendak's *Chicken Soup with Rice*. Because this text is a collection of poems focusing on the different months of the year, the students and their teacher have been reading aloud the appropriate poem for each particular month. In January, the teacher uses a big book and reads the poem aloud twice. The second time, she directs students to listen for the predominance of the /s/ sound and /sl/ blend and to practice the sounds by echoing her reading. The text reads: "In January/it's so nice/while slipping/on the sliding ice/to sip hot chicken soup/with rice."
- (E) Students listen to a story without seeing its illustrations. Then the students illustrate what they envisioned from the story. They compare their illustrations with the originals.
- (E) Students stand near their classroom window. Without looking outside, they try to identify the many different sounds they hear. The teacher writes the students' suggestions on the board as they are made. Finally, students look out the window to see how many things they correctly identified. The teacher also verifies some sounds they may have heard, such as the noise of a garbage truck that may have moved since the activity began.
- (M) The teacher spends five minutes daily reading a poem or a segment of a long narrative poem to the class as part of a unit on poetry. Students record the titles read in their reading journals, along with brief responses. At the end of the unit, students review their responses before engaging in a discussion of the experience. Poems might include Robert Frost's "Mending Wall", Alfred Noyes' "The Highwayman", Longfellow's "Paul Revere's Ride", excerpts from *Beowulf*, sonnets by Shakespeare, Shel Silverstein's poetry, and the poems of Langston Hughes.



- (M) A teacher brings several fudge recipes to school. She asks students to listen for the differences they hear in the recipes while she reads them aloud. Students ask questions about each recipe after they are read, such as: How many will each recipe make? Are any of the ingredients hard to get? Which recipe has more chocolate? more sugar? After students decide which recipe sounds better, the students look at the written texts and decide how well they recalled the information. The class chooses its favorite recipe and, if possible, makes the fudge.
- (M) The teacher organizes and begins a listening game. She tells the students they must listen to and remember everything they hear. She tells the student she is going to demonstrate how to play and begins by introducing the formula, "I went to the store and bought one frog." Then, she picks one student to continue the game by repeating exactly what she said and adding two of something (e.g., "I went to the store and bought one frog and two ducks."). Each student, in turn, repeats the phrase and adds to the growing list of items. If a student forgets the sequence, the next student starts the game over from the beginning. The game continues until each student has successfully completed his or her turn or until fatigue sets in.
- (S) The teacher audiotapes a radio and television report of a news item and also videotapes the television newscast segment. Students first listen to the two tapes and compare the amount of information conveyed verbally by the two mediums. They sketch a picture of what they have learned from each tape and compare their sketches with those of a peer. Then they watch the videotape and discuss the effect of visual information on their comprehension of the event.
- (S) The teacher plays a recording of a song that students are not likely to know. Students try to write down images as they listen to the lyrics. Students then compare their images and consider that part of the poem that generated the image.
- (S) Groups of students prepare a brief selection from a play to read aloud to the class. Students take turns listening as each group presents its selection. Afterwards, students share their methods of preparation.

#### 4. Interpret meaning through sounds, such as how speaking style reveals character in an oral interpretation.

- (E) As their teacher reads a story that they already know, students imagine the sound effects that could be used to enhance a radio reading of it. As a follow-up, students listen to an audiotape of the story, complete with sound effects. They note the sound effects used that they had suggested, as well as ones they had not considered.
- (E) After reading *The Farm Concert* by Joy Cowley, students are assigned the roles of the animals and respond to cues in the story that tell them when to make the appropriate sound.
- (E) Students draw character sketches as they listen to read-alouds of multiple versions of a fairy tale. The drawings should reflect differences in the characters as portrayed by the different authors. For instance, the wolf that is drawn based on listening to the *The True Story of the 3 Pigs as told by A. Wolf* should look different from that drawn for the traditional story.
- (M) The teacher assigns each member of the class a chapter of Frank Baum's *The Wizard of Oz* to prepare to read to the class. Each student is asked to rehearse the reading so that listeners will be able to enjoy it and discuss what they heard afterwards. Students are invited to ask each other questions about variations in the characterization in each section read.



- (M) While listening to the concert version of *Peter and the Wolf*, students list the characters that appear and write down two or three adjectives for each one. Later, they share their adjectives in small groups.
- (M) The teacher prepares a series of such questions or statements as “Who are you?” “What do you want?” “I am going to school.” The students take turns asking questions or making statements to reflect different moods, such as happiness and anger. The class guesses which mood each student is representing.
- (S) Students listen to texts that exhibit use of dialect, such as *The Adventures of Huckleberry Finn* or *Beloved*. They then discuss the impact of dialect on conveying the humanity of the characters.
- (S) High school students have been learning about negative space and its potential effect in poetry. In listening to poetry, students note how they “fill in” silences in poems with their own thoughts, which they jot in their notebooks. For example, in hearing selections from the poem, “An Atlas for a Difficult World,” students keep track of the images, thoughts, questions, and associations they generate in the places where the reader pauses.
- (S) Students read aloud a passage that reveals character. The piece could contain dialect or detailed description. The listeners develop a verbal or visual character sketch based on what they have heard.

## 5. Listen attentively and critically to a variety of speakers.

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- (E) Students dictate stories to the teacher, who records students’ ideas exactly as they have been told. The teacher reads back each story to the child who wrote it. The child is directed to listen carefully to decide whether anything should be added or changed. Students may identify parts they have left out, an awkward phrase, an inaccurate sequence of events, or misused words.
- (E) After completing a thematic unit on “Living in Communities,” students discuss what they have learned. The teacher or a pair of students web suggested ideas on the board, and these are entered into students’ learning logs as webs. Next, students brainstorm questions about the theme that remain unanswered and identify possible experts who could answer those questions. The students then either telephone the experts or invite them to class for an interview. After the interview, students record the new information on their web.
- (E) To review their understanding of the life cycle, students work in groups of four in a three-step interview. Students number off, and Student 1 interviews Student 2, while Student 3 interviews Student 4 about the chicken’s life stages from egg to chick. Next, Student 2 interviews 1, while student 4 interviews 3 about the butterfly’s life stages from egg to butterfly. Each student in turn then tells what he or she heard from the classmate interviewed. Students check for understanding by comparing the two versions of each cycle and using their books to resolve discrepancies. Students then determine the similar elements in the two cycles discussed and prepare to explain the identified similarities to the whole class.
- (M) After she assigns oral reports, the teacher conducts mini-lessons on (1) what makes a good oral report and (2) what positive, productive comments can be made about oral reports. As the students make presentations, their classmates rate and comment on the reports using guidelines discussed in the mini-lessons.

- (M) Students are given prompts that lend themselves to opposing points of view, such as “If you see a classmate cheat on a test, should you tell your teacher?” Pairs of students role-play opposing responses while the rest of the class listens to and takes notes on techniques used to persuade. After each role-play, the class discusses the effectiveness of points made and the credibility of the speaker’s communications.
- (M) Students participate as the audience during a class debate on a selected topic. Each audience member evaluates the outcomes of the debate and provides a written statement to the winning and losing side, offering reasons for the evaluation.
- (S) Students with similar research topics are paired for writing the final drafts of their research reports. They take turns reading their reports to each other and identify points that are unclear, repetitious, ungrammatical, or awkward. They also identify places where their information is similar and where it is different and attempt to resolve any contradictions by conducting research together.
- (S) Students work together to develop a rubric for good listening. They then rate themselves on their listening abilities and set personal goals for improvement. Periodically, the teacher presents a listening exercise and asks students to reevaluate themselves and set new personal goals for their listening.
- (S) As background for reading *The Canterbury Tales*, students prepare panel presentations of various aspects of life in the Middle Ages. As each group makes its presentation, the other students use a class-developed rubric to evaluate the group’s work for content, creativity, and oral delivery.



## 6. Develop listening strategies, such as asking relevant questions, taking notes, and making predictions, to understand what is heard.

- (E) After listening to the teacher read a segment of a short story, students write two or three “how” or “why” questions about the segment to ask their classmates. Students then discuss the selection, questioning and answering each other. Following the discussions, student predict future events as the teacher jots their ideas on a large chart. The teacher then resumes reading.
- (E) Following a student’s presentation of his/her writing in the Author’s Chair, classmates ask questions to clarify their understanding of the piece. Questions might include the following: Why did you decide to write about this topic? What did you mean when you wrote...? Why did you include \_\_\_\_\_ in your piece? I was confused when you read the part about.... Can you tell me more about that part?

- (E) The teacher demonstrates for students how to monitor their listening comprehension when listening to an audiotape of an informational passage and reading along with the text. She teaches students to stop the tape and mark the text with a removable stickie note for any words, phrases, or sections they find confusing. She shows them how to rewind, reread, and listen again in spots where their comprehension is disturbed. She tells them they can read on when they understand what they are reading. After they have listened to and read the passage, the teacher asks students to return to the marked portions of the text and helps them use available resources to clarify the points they still do not understand.
- (M) After brainstorming what the students know about the 1960s and identifying categories of information to research, the class is divided into study groups. Each group selects a subtopic of the general topic and divides the responsibility for researching aspects of it among the students. When the students bring their information back to the group, each student presents his or her research. The other students in the group ask questions, one group member takes notes, and the group organizes the information for a class presentation.
- (M) The teacher encourages students to discuss any information they know about a topic they will be studying. Next, she tells students they will be practicing their listening and note-taking skills by listening to her read a content area passage concerning that topic. She provides them with questions based on what they will hear, allows time for students to familiarize themselves with the questions, and then tells them she will read the passage three times. The first time, they simply listen. The second time, they try to write answers to the questions. During the third reading, students polish their answers. Afterwards, volunteers share what they have written.
- (M) Students listen to a narrative, persuasive, or informational selection has been tape recorded. Periodically, the teacher stops the tape and students to write or share their questions, responses, or predictions
- (S) Students watch an adult giving a speech, such as a guest speaker at a school, community board, or borough hall meeting. They take notes on ways in which the speaker emphasizes important points, such as hand gestures or tone of voice. They compare findings.
- (S) Students listen to a lecture about literature or about another area of study and take notes. After the lecture, students are divided into groups to compare the information they took notes on, making any revisions they feel are appropriate. Finally, as a whole class, students discuss what they recorded in their notes and come to consensus on what should have been recorded as main points and supporting ideas.
- (S) Students compose brief press releases about school events for the local newspaper. Each writer leaves out an important piece of information, such as the location of the concert or the time of the game. As each student reads his or her press release aloud, the rest of the class listens to determine what important piece of information is missing.



## 7. Follow oral directions.

- (E) Students follow oral directions with rhyme and songs, such as “Simon Says,” “The Hokey Pokey,” and “Bean Bag Song.”
- (E) A teacher has a publishing center in her classroom. Each child who successfully writes a story can go into the publishing center to listen to audiotaped directions on how to make a book. After the children publish their books, they read them to each other.
- (E) Children are visited by a young adult who is fluent in a language the children do not know. The classroom guest tells the children how to say several friendly phrases in this foreign language. Children practice the phrases and then role-play using the foreign language for greetings and expressions of courtesy with each other.
- (M) As part of a unit on immigration, the class participates in a simulation activity, such as immigrants arriving on Ellis Island. Directions to the “immigrants” are given by class members taking the roles of guards, doctors, nurses, immigration officials, and other personnel on Ellis Island.
- (M) As part of a unit on consumerism, the teacher helps students obtain free materials listed in the book *Free Stuff for Kids*. The teacher gives oral directions for students to find something they would like that is listed in the book and to copy the source. Then she conducts a mini-lesson on how to write a letter of request and directs students on how to complete, address, and mail their own letters. This activity can be adapted for students using *Free Stuff from the Internet* and e-mail.
- (M) Each student is given a piece of graph paper. The teacher gives directions for completing a complicated geometric shape. Each direction is given slowly and clearly but only once. Students try to complete the shape following the directions given by the teacher.
- (S) As one rehearsal strategy for the High School Proficiency Assessment (HSPA), students follow oral directions for gridding the student identification page of their answer folder.
- (S) Students in a class prepare to serve as mentors to incoming freshman. Each of several groups develops a set of directions for one orientation activity the freshman will have to do, such as completing health forms, signing up for a locker, or trying out for a sport. Then groups role-play with each other to see whether the directions are clear and can be followed.
- (S) The teacher draws a design composed of several geometric shapes on a piece of paper. He then asks the class to duplicate the design by following his or her oral directions. Students may not see the original or ask questions while they are drawing. After the students have finished, they compare their work against the original to see how close their drawings are to the original.



**8. Demonstrate comprehension of, and appropriate listener response (e.g., listening attentively) to, an oral report, discussion, and interview.**

- (E) Children in the classroom are learning about the Author's Chair that their teacher has placed in the classroom. They learn that this is where they can read stories they have written to their classmates. They work together to develop a list of good listening behaviors that they all agree to follow during Author's Chair time.
- (E) While a teacher reads a story to his class, he periodically asks students to make predictions about what will happen next. Their responses indicate whether they were practicing effective listening.
- (E) Students listen to a story read by the teacher. Then, after discussing the plot and characters, the teacher reads the story again. This time, student volunteers pantomime the action. As a variation, student volunteers may improvise dialogue that presents essentially the same content as the story.
- (M) Students write open-ended stories. They take turns reading these aloud to the class. Students offer suitable story endings, indicating they have listened well.
- (M) After reading poetry by a number of popular poets, small groups of students prepare a three- to five-minute report on a favorite poet and present it to the class. Each group is responsible for developing four questions based on the report to be answered by classmates.
- (M) After a unit of study on the Holocaust, students participate as the audience for a question-and-answer session with an expert panel consisting of a rabbi, a concentration camp survivor or descendant, and the department chairperson of the local high school social studies department.
- (S) Students listen to a variety of professionals in a career field such as healthcare. After each talk, they list specific information they obtained about the careers, including job duties and responsibilities, job requirements, and benefits.
- (S) A teacher gives students oral directions that explain how to create a database for research projects they are doing. Students demonstrate their ability to follow oral directions as they perform each step on the computer. This may be done with an entire class in a computer lab or with groups or individuals in a single classroom.
- (S) Several students give book talks to their class. Based on what they have heard, each student writes his or her book choice and the reasons for this choice on an index card. The reasons listed indicate whether good listening skills have been used.



**9. Give appropriate feedback to a variety of speakers.**

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- (E) After listening to their peers present oral reports, students complete evaluation forms that the class had previously developed. They then give their evaluations to each of the presenters. Each student writes a plan for self-improvement based on this feedback.
- (E) Students develop and pose questions for guest speakers (e.g., for a policeman explaining fingerprinting techniques, procedures, and purposes). Following the speaker's visit, the children discuss the answers to the questions with small groups and/or the whole class. Students then write letters thanking their guest and specifically mentioning what they learned that they found most interesting.
- (E) Students in one class arrange to be parent guides during back-to-school night. To gain confidence in this role, they role-play taking turns. Some students give directions to "parents" who ask how to reach particular locations.
- (M) Students observe an activity in which eight fellow students are seated in the center of the classroom. These students are involved in a discussion of a piece of literature that they have read. Meanwhile, the other students are seated outside this circle, observing the interactions and listening to the comments and verbal exchanges of the inner circle. At the conclusion of the inner circle's discussion, those who have been watching and listening offer specific feedback, such as summarizing the cogent points made by the group, expressing interest in specific comments and ideas, and asking for any needed clarification. This illustrates the "fishbowl" technique.
- (M) An author is invited to speak to the class. In preparation, the students have read the author's books and have prepared questions. The visit is videotaped. Afterwards, students view the tape and critique both their questions and the author's responses.
- (M) As part of a science study group, each student writes an inferential question as well as an answer for the question. Then, during group discussion, each student asks his or her question, selects a group member to answer the question, and responds to the accuracy of the answer with specific reference to the text.
- (S) Based on suggestions from students, parents who represent a variety of careers come to school for a career day. In small-group sessions, the parents speak with groups of students, who then move on to listen to other parent speakers. Afterwards, students make comparisons between the various careers. They write letters thanking the speakers and including reasons why a particular career sounded attractive.
- (S) Students listen to a speech given by a congressional representative in support of a controversial bill, such as farm subsidies. In preparation for this, students meet in small groups representing different perspectives (e.g., farmers, urban taxpayers, consumers, and a cereal board council) to brainstorm concerns their group might have on this topic. After listening to the speech, each group decides what responses to make to the speech and prepares a letter to a newspaper editor explaining those points.
- (S) As part of a unit on "New Jersey Writers Past and Present," pairs of students research the life and works of one writer, such as Joyce Carol Oates, Judy Blume, William Carlos Williams, or Anna Quindlen. Each pair prepares and delivers an oral presentation on the author. The other students listen and provide feedback that may include questions, comments, and/or corrections.

## 10. Recognize persuasive techniques and credibility in oral communication.

- (E) Students listen to a record, tape, or CD of some popular children's songs. They are asked to listen for sounds, besides the words of the songs, that help to convey the feelings of each song, such as birds chirping or children laughing. They are also encouraged to listen for sounds of instruments they might know. Afterwards, they compare what they heard.
- (E) Students create a commercial to sell a favorite book. This commercial is audiotaped and played for the entire class. The class listens and evaluates the persuasiveness of the commercial. Modifications are made, and the tapes are redone.
- (E) Each student is given two cards. One bears the word *Fact*, printed in red ink; the other *Fiction*, printed in blue ink. The teacher makes a series of statements. After each statement, the students hold up either the Fact card or the Fiction card. Teacher statements may refer to such subjects as new units, upcoming holidays, or current news events.
- (M) After listening to Dr. Martin Luther King, Jr.'s "I Have a Dream" speech, students are to identify persuasive techniques used by Dr. King, such as card stacking or connotative language.
- (M) Students are asked to watch TV commercials for two days and to keep a log in which they record sound effects (e.g., romantic music or rushing water) that are used to help promote products. They compare their findings and then suggest sound effects that would be effective for other products they know. Students work in groups to create commercials with some of these effects, using segments of existing audiotapes as sources for the sounds.
- (M) A teacher has audiotaped a number of television or radio commercials that represent the most common propaganda devices. Students are asked to listen to the tape and to identify each device, such as name calling, bandwagon, glittering generalities. Students then discuss how informed audiences might respond when they hear these commercials.
- (S) Students listen to and view infomercials to recognize persuasive techniques and assess the credibility of the salespeople. After students discuss their findings, they develop a checklist for rating the persuasiveness of the salespeople. They are then assigned to listen to more infomercials, using the checklist.
- (S) Students have learned some of the most common types of faulty logic used in arguments, such as drawing conclusions from insufficient evidence, using irrelevant issues as support, suggesting faulty cause-and-effect relationships, and appealing to emotions or to tradition. They listen to persuasive speeches, such as those given by candidates running for office, to identify examples of faulty logic.
- (S) Students prepare a persuasive talk either agreeing or disagreeing with the proposition that Ezra Pound was a traitor. As each student gives his or her talk, the listeners evaluate the logical arguments and persuasive techniques used.

**11. Demonstrate comprehension of, and appropriate listener response to, ideas in a persuasive speech, an oral interpretation of a literary selection, interviews in a variety of real-life situations, and educational and scientific presentations.**

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- (E) Students write a review of a well-received speaker, performance, or any program presented at a school assembly. They compare their reactions, noting elements of the program that contributed to positive responses.
- (E) Students role-play a situation where they are trying to persuade someone to do something, such as persuading their parents to let a friend sleep over. Afterwards, the class comments on the effectiveness of the strategies that were used.
- (E) After children visit a science museum or watch a science-related film, they discuss how the information they obtained is related to their own lives.
- (M) Students attend a professional theatrical performance based on a novel they have read, such as *The Phantom Tollbooth* by Norton Juster. After the performance, students discuss how the dialogue in the performance, including the tone, dialects, and pacing, contributed to maintaining the intent of the novel's author.
- (M) After brainstorming problems that middle schoolers try to solve, pairs of students select one problem to role-play in front of the class. Following the role-play, the other students ask questions based on what they have heard and seen in the situation.
- (M) For "Reading Day," students attend an assembly where students in other classes read poetry and prose they have written. After the assembly, the teacher discusses with her class their reactions to some of the works that were read and their recall of vivid phrases, lyrical lines, and effective characterization used by the student authors.
- (S) Students listen to three TV news reports about a significant event. They compare the focus represented in each of the three newscasts and then discuss reasons for the differences and the effects on the listener. They use this discussion as the basis for articles they write for the school newspaper.
- (S) After listening to and noting key ideas presented in an audiotaped speech by a noteworthy speaker, the students create collages that illustrate the speaker's main points. The collages are displayed in the classroom and analyzed for their effectiveness.
- (S) Students watch a television program they enjoy and describe in writing a situation on the program that is not logical. They then are asked to rewrite the situation so it makes sense. Finally, they discuss why TV situations are not always logical and how portraying the situation logically might affect the viewer.

## 12. Evaluate the credibility of the speaker.

- (E) Students listen to Jon Scieszka's story *The True Story of the 3 Little Pigs as Told by A. Wolf*. They discuss whether the wolf's account of this event is credible and give reasons for their points of view.
- (E) Students are assigned to watch a TV program that most of them enjoy. The teacher asks them to pay attention to things that seem possible and those that seem impossible. During the discussion of their findings, the terms "fact" and "fiction" are reviewed.
- (E) After a class discussion about exaggeration and the reasons a listener should or should not believe a speaker, each student thinks of three statements to make about him- or herself. Two should be true, and one should be an exaggeration. As each student presents a statement, the others listen and raise their hands to show whether they think the statement is true or exaggerated.
- (M) Students are given a list of topics that are going to be discussed in a health symposium scheduled at the school. They are asked to reflect on the type of background someone should have in order to be considered an authority on each of the topics. When they attend the symposium, they are to take notes on the introductions to each speaker and on the speech content. Later, in class they discuss the extent to which each speaker was an authority on his or her topic.
- (M) As part of a unit on media, students develop a rubric for assessing the credibility of speakers. Criteria might include the speaker's educational background, expertise on the subject, style of presentation, and character.
- (M) After a discussion of athletes' credibility as advocates for products or political campaigns, students collect examples of such endorsements and bring them to class to share. Students discuss why they believed or did not believe what they heard in these endorsements.
- (S) Using a videotape of a trial from the *Court TV* channel, each student selects one witness to evaluate in terms of credibility using a predetermined list of criteria as a basis for judgment. In addition to the list, the evaluator writes a one-page summary statement explaining why the witness is or is not credible.
- (S) Students watch a segment of a news magazine show such as *60 Minutes*. Using a predetermined list of factors, they then analyze each of the interviews in the segment to determine the credibility of each of the speakers. Responses to the speakers are compared in class.
- (S) Students are given a list of statements that could provoke discussion about topics, such as "testing drugs on animals is not helpful to humans" or "cigarette manufacturers are taking advantage of people in third-world countries." Students are then asked to identify the kind of credentials the individual making such statements would need to have in order to be considered credible. Following this, students read editorials in *The New York Times* and note the information given about each author. They identify the writers they consider to be credible.

### 13. Evaluate media techniques and messages.

- (E) Students discuss television shows they enjoy watching and those they dislike. During the discussion, the teacher helps them create two charts. One is titled “Some TV shows are good because....” The other is titled “Some TV shows are bad because....” The charts are kept on view in the room, and children are encouraged to continue to think about these topics and to add to the charts as more ideas occur to the students.
- (E) Students collect examples of different words that advertisers use to get children and their parents to buy something. In class discussion, students share the words they have found. Their words can be displayed on a chart with the title “Words To Watch Out For.”
- (E) Students look at a page from a newspaper that features both news and advertisements. They compare the graphics used for each and discuss the reasons for the differences they find.
- (M) For a unit on advertising and persuasion, students collect a variety of print advertisements from magazines that appeal to different audiences, such as *Family Circle*, *Spin*, *Ebony*, and *Sports Illustrated*. Next, working in pairs, students analyze ads from the different magazines to identify persuasive techniques, both visual and written, and the types of products advertised. They then prepare an oral report with illustrations to present to the rest of the students. The class listens to each presentation and provides feedback on the clarity, completeness, and organization of the report.
- (M) Students create three- to five-minute video ads about their school. They use varied media techniques and messages. The videos are then viewed and evaluated with oral and written comments. The most effective videos are shown at back-to-school night.
- (M) For a unit on radio advertising and persuasion, students tape a variety of radio advertisements from different stations that appeal to different audiences. Then, working in pairs, students analyze the ads from the different stations for their persuasive techniques and for the types of products advertised.
- (S) Students examine television advertisements for movies with G and PG-13 ratings. They discuss the differences in the audiences addressed and the advertising techniques used for each type of rating.
- (S) Students use the Internet to analyze the websites of several colleges, technical schools, and universities that they might want to attend. Students then compare the amount and kind of information given for each school they review and the type of audience to whom each seems to be addressed.
- (S) Students listen to recordings of Mark Twain and analyze the humor Twain used to inform Eastern audiences about life in the Midwest. The study of speeches to entertain not only broadens student exposure to speech variety but also encourages their appreciation of public speaking as an art.
- (S) In a study of 20th-century American literature, students listen to tapes of Will Rogers’ radio talks, which provided both humor and commentary on life during the Depression. Afterwards, students discuss the dual purpose of such broadcasts.



## WRITING

### **STANDARD 3.3 ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.**

**Descriptive Statement:** Writing is a complex process that may be used for self or others in communication, expression, and learning. Proficient writers have a repertoire of strategies that enables them to vary forms, style, and conventions in order to write for different audiences, contexts, and purposes.

Writing activities should include opportunities for students to think about their ideas and feelings and the events and people in their lives. Through writing, students are able to describe experiences, examine and organize their perceptions of them, and link them to events and experiences in the lives of others. Students should be helped to understand the recursive nature and shifting perspectives of the writing process, and should be encouraged to take risks, collaborate, and reflect as they compose increasingly complex texts. Students should be taught strategies that will assist them in writing clearly and in crafting their texts with appropriate conventions of spelling, grammar, and punctuation as they revise, edit, and publish. They should learn to examine their writing not only as a product but also as a mode of thinking. They should recognize that what they hear, speak, read, and view contributes to the content and quality of their writing. Writers need to be able to complete projects for a variety of purposes.

### **CUMULATIVE PROGRESS INDICATORS**

#### **1. Use speaking, listening, reading, and viewing to assist with writing.**

- (E) Students are taught to “stretch” the word they want to write using all the sounds they hear in the word. The goal of this is to help young children record their ideas before they know how to use conventional spelling, and develop and demonstrate their phonological awareness and ability to isolate sounds in words. Children must say the word slowly and hear their own voices make sounds (feel the sounds in their mouths) in order to develop this awareness.
- (E) Following an oral reading where author techniques are discussed, students write to an author using a Language Experience Approach. Children make specific comments regarding the author’s style and characters.
- (E) Children take turns in the Author’s Chair where they read stories they have written. The classmates listen, and the children experience firsthand how an author feels reading his or her work to a responsive audience.
- (M) Students keep reading logs where they record their responses to books they have read during the year. The teacher guides the writing with thought questions, such as “Which character in the book might you select as a friend? Why?” or “What puzzles or bothers you most about the story?”
- (M) A fifth-grade social studies class is studying early discoverers and explorers. They have researched information on the Internet about such explorers as Columbus, Cortez, and Cabot. Each child selects a favorite explorer and writes a journal entry from that person’s point of view. The entry can be at the point of discovery or somewhere along the way.

- (M) A teacher wants her children to understand how an author can use detail to create a setting. She has them work in small groups to analyze the details in stories they have read, such as *Johnny Tremain*; *Roll of Thunder, Hear My Cry*; and *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. Then she asks the students to return to the creative pieces they are presently writing to refine their details.
- (M) Students develop and videotape their own television newscast. After viewing the news at home or in school, students discuss the elements of newscasts and the behind-the-scenes tasks of writing and producing the news. They then assume the different roles: anchor, writer, assignment editor, reporter, producer, director, and camera people. When students are ready, the finished newscast is videotaped and then critiqued.
- (S) An English teacher asks the students to look at introductions to each of several chapters in their history texts and to identify qualities of effective introductions. Small groups review the introductions to decide whether any of them could be improved. They brainstorm these qualities as a class, and the groups choose a chapter introduction to rewrite. Students then review pieces of writing in their portfolios to determine the effectiveness of the introductions to their own longer essays. Each student selects one or two of these to revise.
- (S) Students read a novel such as *Anna Karenina*. Afterwards, they view a filmed version of the novel. Following class discussion, each student writes a critical essay on some aspect of the story that is depicted differently in the film and the novel.
- (S) After reading and then viewing the film version of Stephen Crane's "The Blue Hotel," students research Naturalism, discuss and take notes on the movement, and write an essay as it applies to the written text and the degree to which the film adequately expresses Crane's naturalistic ideas.
- (S) In collaboration with the history/social studies department, students watch *The American Story* series in their English class as they learn about important topics in American history. After viewing one episode of the series, which features such locations as Jamestown, Valley Forge, and Williamsburg, students take notes on the physical characteristics of the featured site and write a short essay explaining how this place has affected and been affected by its role in our nation's history.



## 2. Write from experiences, thoughts, and feelings.

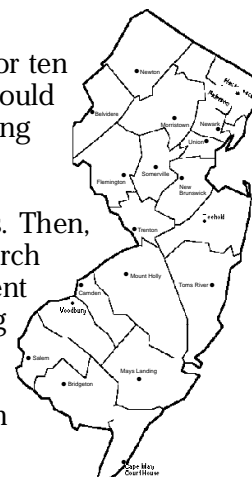
- (E) Each student is given a stuffed animal and a “writing suitcase.” Students take the animal home and use writing materials in the suitcase to write their overnight adventures.
- (E) A principal or teacher can arrange a monthly (or more frequent) “Pizza/Reading Session”, involving different students each time. Initially, one or two students from each 3rd and 4th grade get together with the principal to discuss books they are reading in and out of school. The principal can fine-tune the sessions to discuss commonly read books or to look more closely at literary concerns: the conventions of a genre, the point of view used in the book, characterization, realism, or other topics.
- (E) *Weekly Reader* offers to pair same-grade classes in different schools. This offer comes with a teacher’s guide in an October *Weekly Reader* issue. Classes practice writing friendly letters and exchange (with parental approval) at least two letters with pen pal classes. They also exchange audio- and videotapes. Students are encouraged to share information about their state’s history, geography, and famous people. They may share class news, interesting books they have read, and jokes or riddles.
- (E) Children have been discussing different weather conditions. They explain some of their reasons for liking or disliking some conditions. While they talk, the teacher records on chart paper some words the children use in their oral language but may not know how to write, such as *temperature*, *comfortable*, and *sleigh*. The children are then directed to write a few sentences about either their favorite or least favorite weather condition, referring to words on the chart for spelling help.
- (M) After a class discussion of qualities to look for in a friend, students write a descriptive essay about a best friend, human or animal. They include some of the following topics: how they met their best friend, characteristics of a friend, and what they and their best friend do and do not expect from each other. Points should be illustrated by specific examples, reactions, and feelings.
- (M) A teacher tells the children that she is sad because her best friend is moving to another state. She tells the class that she wants to write her friend a letter about this and hopes the class will help. The teacher uses a transparency to compose the letter with the class. As they work, the teacher discusses such letter-writing conventions as the salutation, closing, and proper form. Then, each child is encouraged to write a letter to a friend.
- (M) After reading Robert Lipsyte’s *One-Fat Summer*, a story in which the main character appears to have no positive male role models, an eighth-grade class discusses some men whom this character would benefit from knowing. The students consider celebrities as well as people they know personally. Then each one writes a persuasive essay arguing why the main character would benefit from knowing this specific role model.
- (S) Students keep a weekly class journal on the computer. Each week, one student records the major events that have taken place in the classroom, as well as personal and/or class observations, feelings, and ideas. Because this notebook is kept on a computer, students also have the opportunity to download digital pictures they have taken during the week and to include them in the journal.
- (S) After reading and discussing the chapter on “Childhood Memories” in Ken Macrorie’s text, *Writing to Be Read*, students write a first-person expository essay about a significant childhood experience recounted through personal thoughts and feelings.



- (S) Reflecting on a quarter's, semester's, or year's work in an art, world cultures, or English class, students compose personal "experience books" to chronicle significant experiences, thoughts, and feelings through words, photographs, and other visual artifacts.

### 3. Use writing to extend experience.

- (E) In an integrated mathematics and language arts unit, primary-grade students study a particular tree. After talking about the relative height of the tree and general width of the tree's trunk, they measure the tree and examine the changing nature of the leaves. They record their observations in a class notebook and update their information periodically throughout the year.
- (E) Students conduct an experiment to replicate the surface of Mars. Putting steel wool in a box of sand, they spray the steel wool daily with water. In their learning logs, they record the changes in the surface color of the steel wool. After two weeks, they examine their entries and write a summary speculating on the source of the red color of Mars.
- (E) After a read-aloud of Naylor's *Shiloh*, students are asked to think about how Marty chooses to solve his problems in the story. They share their ideas in small groups and then write journal entries detailing how they might have chosen different solutions to Marty's dilemmas.
- (M) Students rewrite the ending to a popular short story with an ironic ending (e.g., "The Lady or the Tiger," "The Gift of the Magi," and "The Monkey's Paw").
- (M) Students and their teacher keep a dialogue notebook in which students construct and record their experiences, thoughts, and feelings pertaining to a text (e.g., literary work, visual text, or auditory recordings) they are studying.
- (M) After listening to a teacher read-aloud, students are asked to write for ten minutes in response to the prompt: "If I were (character name), I would have...." Afterwards, students comment on how the process of writing led them to consider thoughts and feelings that were new to them.
- (M) Students learn the names and locations of New Jersey's 21 counties. Then, by lottery, each student selects a county to research. Students research the name of the county seat and the zip code for county government mail and then write a business letter to the County Clerk requesting demographic information. If the class number exceeds 21, students may write to the NJ Division of Travel and Tourism in Trenton or to the Chamber of Commerce of Trenton or another large city, such as Paterson, Burlington, or Cape May.
- (M) Poetry helps students remember main ideas or key concepts in science. Students research a specific topic in science or social studies. For example, while studying the periodic table of elements, students research one of the elements, such as zinc or oxygen. Key words, such as the color of the element or the fact that an element is odorless, can be used as the basis for writing a poem. Poems from the anthology *Jar of Tiny Stars* by Beatrice Cullinan can serve as models.
- (S) Students use a double-entry notebook (2 columns) to record significant sections of the text as well as their observations, ideas, questions, associations, and feelings. After reviewing reading logs, students write a reflective paper about themselves as readers.



- (S) After reading John Steinbeck's *Of Mice and Men*, students are asked to imagine that one of the main characters, Lennie, is caught and brought to trial. The students then write a scene for this trial. Roles to include in their play are prosecutor, defense lawyer, judge, and witnesses. Students compare the outcomes of their trial scenes, and the plays are performed.
- (S) After reading a first-person narrative, each student rewrites the narrative using the first-person point of view of another character in the same short story. Students then analyze how the narratives change depending upon point of view.

#### **4. Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems.**

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- (E) The United States Post Office has a program entitled "Wee Deliver." The Post Office provides an introductory videotape and cardboard mailbox. Teachers and students in each classroom decide upon a street name for their room, and each student is assigned a numerical address. The school office creates a directory for the school. Copies of that directory and "postage" are placed in each room. Students write letters to other members of the school community. Students take turns serving as postmaster and letter carriers. They deliver only those letters that contain the proper address, return address, and simulated postage.
- (E) For National Education Week, students write a letter to a former teacher sharing some special memory of being in that teacher's class. Some students may thank their teacher for special help or recall a favorite event.
- (E) Newspaper in Education Week, an important part of the school curriculum, can be used in a variety of ways: (1) Student reporters write articles about classroom projects and activities and submit their stories for publication in a class or school newspaper or for display on a classroom news board. (2) Students study editorial pages and then write a letter to the editor of a local newspaper stating an opinion, expressing a concern, etc.
- (M) In math class, students use writing to help them think through their solutions, especially when they are "stuck" on a problem. For example, before giving up on a difficult math task, students write down what their thoughts are and what they are trying to do. This metacognitive activity can help students clarify their thinking in any of the content areas.
- (M) Students use their double-entry math journal to reinforce the notion of writing to learn. The left-hand column of the journal contains notes and problems, the right-hand column a summary of their ideas and responses over a period of several weeks. Students exchange journals with a partner and comment on the clarity of their partner's right-hand column.
- (M) Students pretend that a community member has asked each of them to identify five items that are representative of their community. The items are to be placed in a time capsule that will be opened in the year 3000. Students identify the items and write a letter to the people living in the year 3000 describing how each item was used and why each was important to the students.
- (S) Using a given format for writing a literary essay, each student generates a thesis statement and writes an essay incorporating appropriate textual citations and other elements required for the literary essay structure.

- (S) Students end each class period with a five-minute writing to answer the following questions: (1) What was most important in today's learning? (2) What was most confusing in today's learning? Their teacher uses the writing to determine what the students have learned, whether they can identify the critical ideas of the lesson, and what information requires further clarification in the next class session.
- (S) Students browse through art books for the purpose of selecting a work of art that depicts or reflects a short story, poem, play, or novel they have studied. The students then write a one-page exposition explaining the aesthetic relationship of the artwork to the piece of literature read.

## 5. Write on self-selected topics in a variety of literary forms.

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- (E) After reading *James and the Giant Peach*, students create their own adventure story in the style of Roald Dahl. During revision, students work on two skills: sequence of events and paragraphing for each new speaker in a dialogue.
- (E) Students engage in daily writing workshops. In their writing folder or notebook, they keep a list of possible writing topics. This list, as well as their classroom experience with a variety of literary forms, guides them to select both a topic and a format for the pieces they elect to write during writing workshops each day.
- (E) As part of science instruction, students are asked to write a report on a specific topic. They are required to follow a particular format that is modeled and explained by the teacher. The teacher also provides examples of completed reports for students to examine.
- (M) Students write original epitaphs for themselves, using Edgar Lee Masters' *Spoon River Anthology* samples as catalysts for their own writing.
- (M) Before a teacher has her students write biographies of living people, the class discusses the types of things they have learned about the people whose biographies they had read for their recent book reports. They might mention such things as a person's family life, friends, hobbies, role models, education, and dreams. Each student then researches a living person and writes that person's biography.
- (M) Following a teacher read-aloud of Cynthia Rylant's *When I Was Young in the Mountains*, students discuss their own memories of growing up. Then, students write a poem or paragraph expressing memories of their childhood experiences, thoughts, and feelings. Their writing will include Rylant's words "When I was young..." in the first sentence. Students share their writing with classmates and discuss advantages and disadvantages of using a story starter to facilitate writing.
- (S) After reading a work of literature written in a distinctive style, for example, the style of Faulkner, Hemingway, or Woolf, students select a person or place to describe in the style of that writer.
- (S) Students develop a writer's notebook in which they record observations, thoughts, feelings, dialogues, and/or internal monologues. After students have recorded for several days, they create a "best quotes" page by extracting quotations from their own work. This page of best quotes serves as a source for writing an autobiographical sketch.
- (S) In conjunction with a poetry unit, students write original sonnets using either the Elizabethan or Italian structure as a guide for composition. Samples are bound together to create a class collection.

## 6. Write collaboratively and independently.

- (E) Students take turns composing sentences for a class story. The teacher and the class ensure that the story line is maintained.
- (E) After reading a novel, students working in cooperative groups discuss ways to change the ending of a story. Once each group agrees to an ending, the students work together to write the new ending.
- (E) Students write independently each day during Writer's Workshop. That writing is shared with classmates and the teacher during peer and teacher conferences. The writer then considers suggestions and feedback as s/he revises and/or edits the writing.
- (M) After reading *The Diary of Anne Frank* and *Zlata's Diary: A Child's Life in Sarajevo*, students compare and contrast the two girls' experiences. Working in pairs, students then create a Venn diagram to chart the similarities and differences. This information is used as a basis for writing a poem, book review, or personal essay.
- (M) After children have seen the performance of several popular folktales, they work in groups to write their own play about another folktale they know. The teacher leads each group in a discussion of dialogue and its preeminent role in a play. They discuss how to make the dialogue true to the character, and how dialect sometimes helps with this. After they write their plays, the groups perform them for others to see, hear, and appreciate.
- (M) After reading short stories containing irony, such as "The Necklace," "The Lottery," or "A Dip in the Pool," the teacher divides the class into small writing groups. Each group develops its own short story using the same genre. Once the groups have developed their drafts, groups conference with each other to give feedback and suggestions for revisions. Final copies of the stories are published in a class anthology that is donated to the school library.
- (S) For a unit on "Creating a Utopia," students work in groups to identify what the group considers utopian characteristics for one of the following areas: government, economics, civic responsibility, culture, and education. Each group appoints someone to record ideas during small-group discussions. Then the whole class reconvenes to discuss, refine, and agree upon the underlying ideas for their utopia. Finally, they collaboratively compose a preamble for their governing constitution.
- (S) For a collaborative interpretation of literature, the teacher sets the stage by first discussing the major characteristics of a particular genre and assigning a literary selection to be read, such as Hemingway's "Hills Like White Elephants." Working in small groups, the students devise collective answers, supported by text, to two general questions, such as (1) What is the theme of the story? and (2) What is the significance of the title? Using their answers to these questions, each group collaboratively composes a brief essay that they present to the class.
- (S) Students work collaboratively to construct an extended definition essay. Focal prewriting activities include the following: (1) narrowing and selecting the term/idea to be defined (e.g., hero, romanticism, or freedom); (2) examining the essential elements of definitions; and (3) researching the term/idea selected. Working through these steps, groups collaborate to construct an essay.

- (S) Students look at teacher-provided, untitled photographs from newspapers and magazines. Working collaboratively, students use these photos as the basis for writing a news story that answers the questions: Who? What? Where? When? and Why? Afterwards, students compare their stories with the captions that originally accompanied the news photographs and consider the function of photojournalism in communicating information effectively and efficiently.

**7. Use a variety of strategies and activities, such as brainstorming, listing, discussion, drawing, role-playing, notetaking, and journal writing, for finding and developing ideas about which to write.**

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- (E) Students draw a floor plan of the first home they remember. (The teacher models the task on the board or an overhead transparency.) After delineating rooms, students add rudimentary shapes to indicate furniture and appliances. Students may add pets and other distinguishing items, such as landmarks outside the home. The floor plan provides visual prewriting. Students envision a time they were in one of the rooms (or outside) and “replay” their memory. This becomes a catalyst for writing “Before I Started School....”
- (E) Students meet in pairs to share funny or enjoyable experiences that occurred in school. Student A relates the activity while Student B listens. When Student A finishes, Student B relates his or her own experience. Students may ask questions of each other to clarify the experiences but may not take notes. After both have finished speaking, the students separate and write their stories based on the experiences they related. When both finish writing, they take turns reading the accounts aloud. The teacher can lead students to examine the differences between talking and writing about experiences.
- (E) The teacher models a topic selection process at the overhead projector. She divides the transparency into four quarters and talks about each of four topics she might write about. As she talks, she jots down her ideas. When she finishes, she asks the students which of the four topics they think she should choose first. After discussing the reasons for the students’ choices, she shares her choice and her reasons for that choice. Then, she directs the students to fold a sheet of paper into four squares, open it out, and talk with a partner jotting down ideas for four topics, just as she did. At the end of fifteen minutes, all students should have at least one topic to write about.
- (M) Students create a timeline or life map to trace a fictional character’s life. They then discuss how the character changed over time and what experiences contributed to those changes.
- (M) Students brainstorm to compile a word bank of time-sequence words that signal transition and indicate sequence, for example, *first*, *next*, *then*, *finally*, and *after*. The class then selects some words and uses them to write a class paragraph that describes how to do something they could do in the classroom. The teacher reads the directions aloud, and small groups perform the task.
- (M) The teacher models recalling her literacy development by writing on an overhead transparency her earliest, most salient literacy memories. She models reviewing her experiences in chunks: Pre-K, K–1, 2–3, and so on. She then asks students to outline their own literacy development to identify topics for writing.
- (S) Students create a semantic web to explore their views on a topic, such as global warming, prior to writing a persuasive essay.

- (S) For one week, students keep a “day book” in which they jot down memorable snatches of dialogue, images, and scenes observed so that they develop a storehouse of ideas for writing topics.
- (S) Students bring magazines to class to use as a resource for visual ideas. Students then search for illustrations that intrigue them and motivate them to write.

## 8. Write to synthesize information from multiple sources.

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- (E) Students use the Inquiry Chart (I-Chart) strategy described by Hoffman in *Language Arts* (1992) to organize notes from multiple sources in preparation for their writing.
- (E) In a unit on weather, the teacher provides several resources of weather information, such as *USA Today*, a taped weather forecast for the same day, and the *Farmers Almanac*. She models on a transparency how to take information from each of these sources and transfer the information to a chart. She talks through the process of synthesizing the information and creating a new weather report for that day. Then, she asks students to work in pairs to develop a weather report for another day.
- (E) The teacher models using a Venn diagram to compare and contrast several distinct versions of a fairy tale. Students use the information from the diagram to write a report comparing stories they have read.
- (M) After reading information from several different sources (both print and nonprint), students summarize or paraphrase common themes and explain how these were developed in the works they read.
- (M) Following the reading of a short novel, such as *Wanted...MudBlossom* by Betsy Byers or *The Real Thief* by William Steig, students use the format (play, trial transcript, etc.) within the text to develop a new, fair trial for the character. Students can also refer to reference books on trials or mock trials, as well as incorporate language used in all criminal trial situations.
- (M) Students view an infomercial and a news magazine or interview program. Afterwards, the class discusses the similarities and differences in the ways each form presents information, the “factual” content of the infomercial, and the potential manipulation of the viewer. Students also consider how to discern the difference, that is, how to tell when a product is being sold or merely explained. Students then write an essay comparing and contrasting the two sources of information.
- (S) After reading a novel such as Michael Crichton’s *The Andromeda Strain*, students participate in cross-curricular science workshops on topics such as the origins of life, viruses, and exploration of Mars in search of life forms, prior to writing about the novel.
- (S) While conferencing with students regarding drafts of their persuasive writing, teachers direct them to reference materials that ordinarily do not require documentation (e.g., almanacs and atlases), which students can use as resources for statistics and other specific details during revision.
- (S) After reading a novel such as Dashiell Hammett’s *The Maltese Falcon*, students draft essays about the novel. Then they view the film and read reviews—both film and book—with an eye to integrating this additional information during revision of the essays.

**9. Use figurative language, such as simile, metaphor, and analogies, to expand meaning.**

- (E) Students complete the sentence “Freedom is...” with something they can draw. After writing the sentence and drawing the picture, students use the drawing to revise the sentence. They look carefully at the picture, selecting details they did not include in their first writing. They then write these details after their original sentence.
- (E) Students write and illustrate their own examples of figurative language as they learn them. For example, they might write the phrase “Time is money,” and then illustrate the meaning on construction paper for display in the classroom.
- (E) The teacher writes on the board a simile found in the day’s read-aloud: “The snow fell like a cloak around us.” Teacher and students discuss the simile and record it with a definition in their notebooks. Students are then directed to look for similes in a book they read during silent reading. Afterwards, students record similes they have found and display their records on the classroom wall.
- (M) Students write a parody of a short poem that uses imagery, following the style of a poet whose work they have read.
- (M) In a study of characters in Cynthia Rylant’s novel, *Missing May*, students use the structure of simile in order to generate knowledge about the characters: Summer is like \_\_\_\_\_. Ob is like \_\_\_\_\_. May is like \_\_\_\_\_. Cletus is like \_\_\_\_\_.
- (M) In partner revision conferences, students identify spots in their writing in which the writer has told rather than shown. (For example, “The teacher was beautiful that day.”) They practice writing similes, metaphors, or analogies that might bring visual specificity and higher interest to their piece than does their original sentence. This activity is done with the teacher coaching students to find, change, and share sentences.
- (S) After reading Maya Angelou’s *I Know Why the Caged Bird Sings*, students discuss the interplay of poetry and prose in the book. They locate phrases they consider poetic and discuss how these contribute to the overall effect of the work. The teacher reinforces concepts of simile, metaphor, and symbolism. The students then turn to their own writing to see where they can use similar devices.
- (S) After studying the sonnet or some other poetic form, students create their own poems, using the poet’s form and type of figurative language as models for their own compositions.
- (S) To help students incorporate more figurative language in descriptive essays, the teacher shares examples from works by such professional writers as Dickens, Hurston, and Marquez. As the class reads the examples aloud, students point out words and phrases that help them visualize the scene described. They list the figurative language on the board. Next, students group the words and phrases by category: imagery, simile, metaphor, analogy. Students then return to their own descriptive essays to identify sections where they could add figurative language. Finally, they revise their writing using imagery, similes, metaphors, and analogies.



- [illegible]

- Students skip a line to represent the beginning of each new paragraph. When the graph is completed, students get a visual representation of their writing. If their bar graph looks like a box, their writing may lack sentence variety. They should investigate ways of varying sentence length, such as sentence combining and sentence division.

- (M) After students complete first drafts of a composition or essay, they share their compositions with partners. Student A reads his/her composition to Student B and then asks two questions of Student B: (1) What did you hear? and (2) What would you still like to know? Then the two students reverse roles.
- (M) Students watch *Legends from Many Lands* aired on NJN to become familiar with multicultural fables, legends, and fairy tales from around the world. Students then engage in class discussion of the major issues covered in each segment, as well as the form of storytelling and the cultural differences each legend explores. Then, after re-viewing one legend, students write a short essay detailing their perceptions of the story and their reactions to the ending.
- (S) As a means of exploring audience and voice, students write quickly for two to three minutes on a given topic, such as recycling, from several points of view: a third grader telling his parents about the new recycling program in the lunchroom; an environmentalist writing a persuasive pamphlet on the need for stricter recycling laws; a memo to employees from the CEO of a corporation being investigated for indiscriminate disposal practices. Students exchange their writings with a partner and examine the shift in content, form, and language from one piece to the next. Following this, they evaluate their own writing for sense of audience and voice.

- (S) Students write a narrative about an experience they have had, using a universal theme from a story they have read. Later, they return to the story to find details that would support their writing and use these as the basis for adding content to their own narrative.
- (S) Students compare their experiences writing in a traditional medium, such as pen and paper, with their experiences writing with the computer. In discussion, they consider the following questions: How does the computer influence drafting, revising, and editing? Do they find greater freedom to express themselves in one mode or the other? Do they revise and edit more in one mode?

## **11. Edit writing for developmentally appropriate syntax, spelling, grammar, usage, and punctuation.**

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- (E) Students are taught to edit their writing for spelling by starting with the last word on the page and looking carefully in turn at each word to determine whether it looks right. They are taught to use a variety of resources and strategies to correct their own misspellings. They know that their teacher will not correct their spelling without evidence on the paper (such as circling the word) that they have made independent attempts to identify and correct misspellings.
- (E) The teacher creates an editorial board of four to five students who have a strong grasp of written conventions. All students submit papers to the board prior to publication. During the year, class members will take turns serving on the board. Previous board members are responsible for training each new member.
- (E) Students edit their own rough drafts for spelling errors by using a method such as the “Have-a-Go” sheets. First they are to find a misspelled word, circle it, and look at it carefully one letter at a time. Then students “have-a-go” by writing the word again above the first attempt. In conferences with the teacher, they discuss the changes in their spelling. Their explanations include spelling rules or other known words that share spelling patterns.
- (E) Each child traces, cuts out, and decorates (using a pattern) an 18-inch basket. Egg shapes are cut out of white construction paper. As the teacher says a spelling word, each child writes the word on a blank egg. If the word is spelled correctly, the child decorates the egg and places it in the basket. The teacher works individually with students so they will all end up with a basket of eggs.
- (E) In order to illustrate how writers use paragraphs, a teacher provides models for her children. She chooses two books, *Koala Lou* and *What Do You Do With a Kangaroo*, which are books the children know well and which have repeated patterns. After the children review these models, they look at their writing to see where paragraphing can occur.
- (M) In this middle school classroom, students have been grouped into different clubs. One club is an editing club. The students take turns participating in this club, meeting with their teacher during class once a week to edit their classmates’ writing and their own texts. In this manner, the teacher is able to provide direct instruction to a small group of students who are quite focused on the task. The texts the students are editing have already been selected for classroom publication. Students use various resources, such as *Write Source 2000*, *Warriners Complete Course*, class-constructed checklists, and editing questions.
- (M) Students self-edit and peer edit writing drafts, checking for subject-verb agreement, word usage, spelling, punctuation, and capitalization.

- (M) The teacher selects an excerpt from a favorite children's book containing complex and varied punctuation. She makes two transparencies, one retaining the original punctuation and the other devoid of any punctuation. She asks a volunteer to give a cold reading of the unpunctuated revision to demonstrate the importance of punctuation. Then, the class dictates the correct punctuation to the teacher, who adds it to the unpunctuated excerpt. Afterwards, the teacher superimposes the original version on top of the class edition so students can see how closely their punctuation matches the original.
- (S) Students edit written pieces for their portfolios. They are encouraged to read their works aloud exactly as they are written, including punctuation. The oral reading should help them identify difficulties, such as improper subject-verb agreement, fragments, and omitted words.
- (S) Once each week, the instructor chooses one sentence that illustrates one or more editing issues from grade-appropriate reading. First, she reads the sentence aloud while students listen. Next, she reads the sentence more slowly, dictating in a manner that allows students to write out what they hear. After she reads the sentence for a third time, the students take turns telling her how to write the sentence, voicing aloud issues of capitalization, punctuation, and spelling. Finally, the group discusses both the correctness of the sentence as it is written and possible stylistic variations.
- (S) Using sentence composition items from an SAT practice book, students study how grammatical issues, such as transitions and appositives, cue readers toward correct answers. They then look at a piece of their own writing to determine where such constructions might be useful.

## **12. Publish writing in a variety of formats.**

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- (E) Students create a class anthology using selections from their portfolios. Working with the art and graphic arts departments, students collaborate to design a cover and layout for their publication.
- (E) A fourth-grade class reads Byrd Baylor's free verse poem, "I'm in charge of celebrations". They respond by creating their own celebrations of nature, which they write on paper strips and illustrate. These strips are sorted by month and collected into a flip-book calendar of celebrations. The class enjoys referring to the calendar and celebrating their own special days all year long.
- (E) Once students have published, they create a copy of their publication for the school library and include a dust jacket biography for the back cover. The librarian files each book and creates a library card pouch or bar-code for borrowing that book.
- (E) Students participate in a schoolwide Young Author's Fair promoted by the PTO. Children have submitted their best or favorite work as entries. Competitive awards are not given, but every child who contributes an original work in bound-book form receives a certificate of participation.
- (M) Students in school where the technology is available can use e-mail to correspond with pen pals who are education majors at college. The elementary and college students agree to read the same book and then discuss it as part of their e-mail correspondence.

- (M) A teacher organizes a student newspaper at any grade level. Microsoft offers a “Page Wizard” that helps students format a newspaper, including headlines, columns, and page numbers. Once the newspaper is created and saved, students throughout the school can submit articles, poems, revisions, and question-and-answer columns for publication. After introductory sessions, students type the submissions into the template and print the paper.
- (M) Students create an advertisement to sell a new cereal. Their campaign includes designing the container, identifying catchy words, and providing relevant nutritional information.
- (M) To demonstrate understanding of a narrative, students create a script from the narrative text. Students work cooperatively to write a dialogue, rehearse it, and read it to the class. Props may be used.
- (S) Students keep a record of their publications in their writing folder. This includes a list of what pieces of writing they have completed and how these pieces were published. Forms of publication include reading to the class; posting the work on a bulletin board; submitting it to a journal, magazine, or newspaper; and sending it to an outside reader.
- (S) Students use a desktop publishing program, such as *PageMaker*, to create a newsletter based on the ideas and characters in a book of their choice or a book being studied.
- (S) Teachers work together to keep students informed about writing contests. They maintain a centrally located “Writer-at-Large” bulletin board where notices of contests are posted, along with records of student entries and accomplishments.
- (S) Senior English classes take turns writing a monthly column about the senior class to include in the school bulletin that is sent home to parents. These columns can include academic and personal accomplishments as well as information about senior class events. When each English class takes its turn writing the column, it reviews the previous months’ columns as models for content and style.

### 13. Establish and use criteria for self and group evaluation of written products.

- (E) In groups, students read individual literature responses they have written to *Mr. Popper's Penguins*. Each group's task is to select one response that will serve as a vehicle for discussion. Afterwards, the whole class discusses the criteria they used to make their selections. These criteria are written on chart paper by the teacher so the children can refer to the chart when they compose pieces later.
- (E) Children make a checklist of things they have to think about when they write, such as spelling, vocabulary, and staying on a topic. Their checklist is kept in each child's portfolio and is also put on display in the room for easy reference.
- (E) The teacher leads the students in developing a list of characteristics of content/organization, sentence structure, usage, and mechanics for strong, developing, and weak papers. Students use this modified rubric to score and improve their own writing.
- (M) Students critique the Registered Holistic Scoring Rubric. They discuss its use for their writing concerns and identify other criteria that would be useful for specific types of writing. They then modify the rubric to include issues specific to the piece they are in the process of writing. After using the rubric, students critique the revised version for its utility.
- (M) Students discuss different grading options, such as a letter grade, a check system, or written comments. Students decide how valuable each of these systems is for writing drafts and for final products. Together, they agree on the evaluation system they will use and the criteria for which a student will receive each grade.
- (M) Students and their teacher periodically review the criteria they have established regarding forms for their written products. They consider new writing skills they have developed, such as creating effective conclusions or applying rules for conventional usage and mechanics. Together, students then revise the evaluation form so as to include additional criteria for good writing.
- (S) Students critique the Registered Holistic Scoring Rubric. They discuss its use for their writing concerns and identify other criteria that would be useful for specific types of writing. They construct their own rubric for pieces they are in the process of writing. They then use the revised rubric and critique it for its utility.
- (S) Students use a rubric to evaluate each other's work. After a piece is evaluated, the author of the work rewrites it, responding to the reviewer's critique as appropriate. The author submits the rewrite as well as an explanation of what was done as a direct response to the reviewer's comments.
- (S) On all tests and quizzes containing essay questions, the teacher provides a scoring guide as part of the question so that students learn to evaluate what is expected of them prior to writing their response.



**14. Develop a portfolio or collection of writings.**

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- (E) Students review the contents of their writing portfolios to determine what they have learned as writers. Students report these indications of learning to their teacher, who records their statements on the inside of the portfolios. The teacher categorizes these statements to reflect revising and editing skill development. Then, during individual conferences, the student and teacher set new goals for future writing.
- (E) Students are given opportunities to reflect about their writing in their portfolio. As part of that activity, they complete the following statements: What I like about my writing is.... I use my imagination when I am writing by.... I think that other people like my writing because....
- (E) Students periodically review their portfolios with a peer. They notice how their writing has changed in terms of topics and writing skills since the last time they did this review. After the review, the students complete a Partner Suggestions form on which they indicate what their partner liked about their writing and any areas for improvement that were suggested.
- (M) The student keeps a personal journal of reading reactions, personal experiences, poems, essays, and other writing. From time to time, the teacher reads the journals and writes notes to the students. The students reply to the teacher's notes.
- (M) Students keep a checklist of reading and writing interests in their portfolios. They check off preferred topics and genres for their writing and reading. In periodic conferences, the student and teacher review the checklist, and the teacher suggests book titles that might interest the student and provide ideas for writing.
- (M) On back-to-school night and during parent-teacher conferences, parents review their children's portfolios. These parents write letters back to the children commenting on their portfolio and specific pieces they enjoyed.
- (S) Before the end of each marking period, teachers and students review writing portfolios together. The students consider how their writing has improved during the last marking period, set new goals for the next marking period, and identify writing interests they would like to pursue. During the review, teacher and students consider the preestablished criteria for evaluating the portfolio and discuss the extent to which the portfolio has met these criteria.
- (S) In anticipation of a job interview or college application requirements, students in their junior year select texts from their portfolios to revise for inclusion with their future job or college applications.
- (S) Students review their writing to find recurring themes. Then they write an essay in which they explain the personal significance of one of the themes. They use this essay to introduce a thematic section of their portfolios.

## 15. Understand that written communication can affect the behavior of others.

- (E) Students discuss different rules they have seen posted in their neighborhood and school and the effect of these rules on their behavior. Students then create posters depicting the generally acceptable rules for bicycle and traffic safety.
- (E) Students bring in from home birthday cards that they have saved. They share these with the class and discuss how each card made them feel. They then create a birthday card for someone at their home or school. After the cards are created, the students show them to each other and talk about how they hope the person will react to the card.
- (E) Students have written fairy tales that they now want to illustrate and publish. Each fairy tale needs to be typed. The children send letters to their parents requesting typing assistance. They hope some parents will volunteer in response to their letters.
- (E) A classroom library is being set up at the start of the school year. The teacher and the children create a set of rules for handling and borrowing books. These rules are prominently posted in the library area.
- (E) Students prepare to leave for the school's holiday break. One child will get to take the class pet home. Together, the class creates a set of rules for the care giver to follow.
- (M) Students select a variety of newspaper editorials and articles that might affect readers. Each student summarizes one article, identifies the person who might be affected, and explains the likely effect. Next, the student rewrites his or her summarized article to produce a different effect.
- (M) After reading the opinion column in the school or community newspaper, students write letters to the editor of the paper expressing their agreement or disagreement with the columnist's views.
- (M) Students evaluate magazine or newspaper advertisements, noting the propaganda devices used by the advertisers. Next, they use the names of these devices as category headings for a bulletin board display and place the ads in the appropriate category. Then they create a newspaper, radio, or television ad based on one of these techniques.
- (S) After having read Charles Dickens' *A Tale of Two Cities*, students meet in groups to develop and write closing arguments for either the defense or prosecution of Charles Darnay. Students then present their arguments to the class.
- (S) After reviewing the language and content of different types of contracts, such as those for charge accounts and apartment rentals, students create contracts between two fictional characters who are at odds with each other (e.g., King Lear, Regan, and Goneril). They then discuss how the outcome of the play would have been different if such a contract had been in effect.
- (S) Students use the library to research topics of personal interest and then express their viewpoints in persuasive letters to the editor of a local newspaper, editorials for the school newspaper, or letters to their senators or representatives.



# 16. Write technical materials, such as instructions for playing a game, that include specific details.

- (E) Students keep a record of weather conditions on a chart in their classroom. On a regular basis, they record such information as date, time checked, and weather conditions.
- (E) Each student works with his or her parents, neighbors, classmates, and teacher to prepare a clear, concise set of directions for walking from school to home.
- (E) Students draft, revise, and refine directions for using their classroom computer and/or other technology in the classroom. They check the effectiveness of their writing by asking novice users of the equipment to follow their directions. When students are satisfied that their directions are clear, concise, and accurate, they use a word-processing program to make easily read index-card signs to post near the equipment.
- (M) Students are preparing for a class trip to Great Adventure. The teacher invites children who have been there before to make suggestions to the class as to how to get the most out of the trip. The class prepares a "Guidebook for Enjoying Great Adventure." When they return from the trip, the students discuss the value of the book. Then, in groups, they create guidebooks on other topics, such as babysitting, team sports, and getting along with your brother or sister.
- (M) Working in small groups, students draw a map of a familiar place, such as the school, playground, or park. They write directions to accompany the map, describing how to proceed from one location to another. The groups exchange maps and directions and follow the directions to reach the destination. They then revise to clarify, as necessary, and return the directions and map to the authors.
- (M) In small groups, students design and create their own card or board game. They write directions for the game and then exchange games with another group. Students play the games and provide feedback on the clarity of the instructions.
- (S) Students review entries in the book, *The Way Things Work*. They then meet in small groups to develop ideas for an invention that would be useful to senior citizens, young children, or individuals with disabilities. They illustrate this invention and write an explanation of how it works, following the format of *The Way Things Work*.
- (S) Students prepare for Career Day at their school by making charts that identify some features of careers that interest them. On the chart, they include job titles, descriptions, training required, and responsibilities. They also look for jobs in newspaper ads and list these on the chart.
- (S) Each student identifies an area in which he or she is an expert, such as gourmet cooking or computer programming. The student selects one aspect of that area for which he or she will write directions. These might include making soufflés or creating a website.



## 17. Cite sources of information.

- (E) Students select a piece of writing to edit for spelling. They circle each word they suspect is misspelled and consult a variety of resources to check the spelling. As students make their corrections, they cite the source in the margin. Sources will include pictionaries, dictionaries, word boxes, word lists, word wall, previous papers, or peers. Students may abbreviate their sources (e.g., P = pictionary).
- (E) As part of a unit on bears, students research different varieties of bears, consulting several sources that include encyclopedias, the Internet, content area texts, nature magazines, and fiction. They then write a composition on a chosen bear and include a list of their resources.
- (E) During morning message time, students are encouraged to dictate their news to the teacher, who writes it on the board modeling conventions of spacing, punctuation, and usage. For each piece of news volunteered, she asks the student to give the source. Upon completion of this activity, the students copy the news to bring home to their parents.
- (M) Students conduct a biographical research project for which they find information on the personal life, career, and contributions of a noted person. In their final report, they must cite sources of information in proper bibliographical form. Afterwards, the students evaluate their sources in terms of usefulness, ease of access, completeness, and accuracy.
- (M) Students research a time period from a historical novel. They identify important figures, events, and social conditions to discuss in a written report. The report should include a bibliography.
- (M) In preparation for writing research papers about environmental concerns, students with common interests, such as acid rain or industrial pollution, are collaborating in small groups. Each person in the group is responsible for locating three references as sources of information. The teacher models how to create source cards, and students prepare source cards for each of their three references. Each group presents a 15-minute presentation in which the students share their findings and cite their sources.
- (S) A class is producing a newspaper for distribution at school. Students in one group are writing an article about the new school that is being proposed for their school district. Their sources include interviews with board of education members and with children who might attend the school, educators' opinions about the need for a new school, and budget data from the board's financial office. The article should distinguish between primary and secondary sources as well as facts and opinions.
- (S) Students in a 12th-grade class prepare data charts for authors they have read during the year. Across the top of the chart, they list classification labels for information about the authors' lives that they will research (e.g., life span, type of writing, literary works, common themes, and critics' responses). Along the left side of the chart, students list the authors. In each cell of the chart, students enter a summary of the information as well as the source title. On a separate page, they record complete bibliographic information.
- (S) After reading a historical novel, students prepare questions about the time period that they would like to research. They share their questions in a class discussion, and each student assumes responsibility for researching at least one question. When the students have completed their research, they report their findings and give citations for the sources of their information.

# 18. Write for real audiences and purposes, such as job applications, business letters, college applications, and memoranda.

- (E) Students plan a school event such as a talent show. They review models of writing associated with that particular event, including announcements, invitations, directions, and thank-you notes. They then create these types of texts for their events.
- (E) The class reviews all the living authors read this year and selects one to write to. The students brainstorm ideas they might share with the author while the teacher webs the ideas on the board. The class then composes a fan letter to the author. The teacher mails the letter, and everyone waits for the response.
- (E) In preparation for Back-to-School Night, pairs of students interview each other about their hobbies, interests, and pets. Each student then drafts a profile of his or her partner. The partner reads and offers feedback to the writer. After students finish revising and editing their writing, the profiles are displayed on the bulletin board along with Polaroid photographs of each child. Later, these biographies and photos are duplicated and bound into copies for each student in the class.
- (M) Using one of the books in Alexandra Day's *Good Dog, Carl* series, students write stories for K-1 students based on the implicit text conveyed in the pictures. The students then take their stories to primary classrooms where they share what they have written with beginning readers.
- (M) Students identify summer jobs they can do: dog walking, weeding, garage cleaning, and babysitting. In groups, they decide which jobs they want and what job qualifications they would need for those jobs. They then create ads which, with parental approval, they post in the town library and other places.
- (M) Students scan a variety of media sources (e.g., newscasts, national magazines, and local daily newspapers) to identify a controversial topic. After researching the topic, they write a letter to the editor of the local newspaper recommending a course of action for or suggesting a solution to the problem.
- (S) Secondary students read model college admission essays. Next, they identify the relative strengths and weaknesses of the selected essays, considering how persuasive, sincere, cogent, and well-written the sample texts are. In groups, students use this information to develop a final checklist they can use for their own writing. Using actual application prompts from colleges and universities, the students then draft a college essay that their teacher and peers review using the class-generated checklist.
- (S) The English and Spanish language teachers are working collaboratively on a communications project. They have arranged for students to communicate via the Internet with students who live in Argentina. The students correspond in their second language, exchanging information about their respective communities, schools, and friends.
- (S) Students read and respond to classified ads. They develop an appropriate résumé, fill out an application, and write a cover letter.



## 19. Write a research paper that synthesizes and cites data.

- (E) As part of a unit on New Jersey, students use a variety of resources made available by the teacher and library media specialist to research the cultural, social, and economic history of the state. At the conclusion of their research, they use their notes and their sources to plan a New Jersey Historical Festival for the end of the year.
- (E) As part of a unit on “Animals in Africa,” students divide into two teams to play a game, “Guess What We Are.” In each round, three team members provide three separate clues about a given animal. The clues are based on note cards made by students during their research of the animals. The other team has to synthesize the clues to identify the correct animal.
- (E) After completing a study of the food groups and their contributions to healthy bodies, students create a week-long school lunch menu that supplies all the nutrients for healthy eating.
- (M) After a class discussion of the features of news writing (e.g., 5Ws/H and the inverted pyramid), students locate newspaper stories that they analyze for use of these techniques. Then, students begin research for an article on a news event in the school or community. They collect background information on the event and obtain firsthand accounts through interviews with individuals connected to the event. Finally, they write their articles using direct quotations as well as background details. These articles are compiled into a newspaper format and distributed to the class for reading and discussion.
- (M) As part of a unit on Native American cultures, students working in small groups select one culture to research. They prepare written reports on the following: history; home and community organization; food and dress; customs, beliefs, traditions (historical and contemporary); geographical location (tracing movement); tools, weapons, and transportation; writers, poets, musicians, and artists (past and present); contemporary public figures (politics, sports, business). Student groups present their final written reports in an oral presentation that is informational but which may include visual and audio aids (posters, charts, models, illustrations); dramatizations reflecting some aspect of the culture studied; and original poetry about the selected culture.
- (M) Students investigate a topic of their own selection. They read to formulate a research question, gather information from various sources, and organize their findings. They then write a paper presenting their results and including citations.
- (S) After a unit on “Differences in Human Learning” (e.g., visual, verbal, musical, social, and kinesthetic), students form groups based on shared interests in one form of learning. Each group investigates and prepares a report on career options and requirements for its learning style, citing data and sources. Later, they hold a Career Forum during which each group makes a presentation of its findings.
- (S) Students gather data from news sources, buyers’ guides, and the Internet in order to discern the best sports car for the dollar. To sort the data obtained from these sources, students generate critical categories for evaluating the cars and selecting the best buy. They then write a report recommending the car, giving reasons for their selections, and citing their sources of information.
- (S) After exploring possible research topics, students use *PowerPoint* to outline a research proposal that will identify a tentative topic, a plan for investigation, intended resources, and a brief description of the anticipated final product.





## READING

### STANDARD 3.4 ALL STUDENTS WILL READ A VARIETY OF MATERIALS AND TEXTS WITH COMPREHENSION AND CRITICAL ANALYSIS.

**Descriptive Statement:** Reading is a complex process through which readers actively construct meaning and connect with others' ideas. The reading process requires readers to relate prior knowledge and personal experiences to written texts; respond to texts in aesthetic and critical ways; recognize and appreciate print as a cuing system for meaning; and understand words, their variations, and their contexts. Students should recognize that what they hear, speak, write, and view contributes to the content and quality of their reading experiences.

Proficient readers use a repertoire of strategies (including phonics, context clues, and foreshadowing) that enables them to adapt to increasing levels of complexity, and they develop lifelong habits of reading and thinking. A diversity of materials provides students with opportunities to grow intellectually, socially, and emotionally as they consider universal themes, diverse cultures and perspectives, and the common aspects of human existence. The study of literature allows students to return to the materials and reconstruct meaning as they examine their own reading along with the writer's shaping of text and the cultural, historical, and psychological contexts for composing.

### CUMULATIVE PROGRESS INDICATORS

#### 1. Use listening, speaking, writing, and viewing to assist with reading.

- (E) Students read a short story. During discussion, volunteers assume the roles of characters. Classmates become reporters and interview the characters to clarify details, feelings, reactions, and story events.
- (E) As part of a unit on early explorers, each student reads a biography of an explorer studied and discussed in class. Later, in a game with a "20 Questions" format, classmates attempt to identify the explorers featured in each biography.
- (E) Students read a selection on animals and their habitats. After completing a section, students pair off to retell what they have read. One partner retells the first half of the selection while the other listens and clarifies or adds information if necessary. For the second half, they switch roles.
- (E) After reading a book or watching a video of the story, each student makes a story glove (graphic organizer) by tracing his or her hand on paper and writing the names of favorite characters on the glove, one character per finger. The student then shares the glove with a partner, using the graphic organizer to retell the story.
- (M) Students compare news reporting in print media and on television. They bring newspapers to class and read several newspaper stories. In small groups, they list the characteristics of newspaper reports. Then they watch television news reports (on tape or at home) and in small groups list characteristics of television news reporting. In a large group, they identify and discuss the similarities and differences between the two types of reporting and the reasons for them.
- (M) Students take turns reading aloud different poems that are available in professional recordings. After each read-aloud, students write their responses in their journals. They then listen to the professional recordings of the work and write responses to that reading. Journal entries are used in subsequent class discussion of their responses to poetry.

- (M) After reading *Treasure Island* aloud in 20-minute segments over several months, the teacher assigns students to script the novel into a play, produce it, and perform it for videotaping. Students then invite other classes to view their tape and participate in a pirate treasure hunt.
- (M) The teacher displays a variety of wordless picture books that students can peruse in order to select one for which they will create some text. Books include those with story lines (e.g., Day's *Good Dog, Carl* books) as well as those with historical photographs or art. After writing text to accompany the pictures, students present their work, along with the original visual material, to the class.
- (S) Each week, students read a short story and then view a television interpretation of it on the NJN series, *Classic Short Stories*. Follow-up activities allow students to explore the way written and visual media can cause different perceptions or opinions in the reader/viewer. Students should maintain a journal in which they note their initial reactions to each story read. This regular practice enables them to track how the viewing may influence their interpretation. For variation, the teacher may choose to have one group watch the television version while the other reads the story in a separate room. Students can then work in these two groups to evaluate the story as they perceived it and compare their evaluations with those of students from the other group.
- (S) As an introduction to the novel, *The Grapes of Wrath*, the teacher shows the class historical photographs of the Dust Bowl in the Midwest during the 1930s (*Smithsonian*, 1989). As the photographs are circulated throughout the class, the students listen to the teacher read aloud the opening chapter of the novel, which paints the scene in words.



- (S) As an introduction to *Things Fall Apart*, students begin with visual interpretation by examining the drawings on the cover of the text. They then make a prediction about the novel based on the cover illustration.
- (S) Students read a book, such as *The Time Machine* or *Dr. Zhivago*, and then watch the film version of the story. The class then discusses the differences between the two versions, addressing such questions as: How did the film maker change elements of the book for dramatic effect? How does visual depiction of a book change the reader's original interpretation?

## 2. Listen and respond to whole texts.

- (E) Students listen to a chapter from the novel the teacher is currently reading to the class. At the conclusion of the read-aloud, students think about images in their minds. The teacher asks, “Are you thinking about the story only? Are you thinking about something that happened to you that is similar to what happened to the character in the story?” In response journals, students make a double entry under columns headed “What’s in the story” and “What’s in my mind.”
- (E) As part of a unit on weather, students read *Cloudy with a Chance of Meatballs* by Ron and Judi Barrett and *Weather Words and What They Mean* and *Weather Forecasting* by Gail Gibbons. Each day, students listen to forecasts, observe the weather daily, and then complete a chart with information on temperature, wind velocity, barometric readings, and precipitation.
- (E) Adult or student volunteers are invited to class to share books that they find interesting and that they believe children will enjoy. Guests are encouraged to show children the books and tell why they have selected them for the children. While previewing the books with students, the guests ask the children for predictions about the story, its setting, its main character(s), or other elements that will help children engage with the story. After listening to the story, the children are asked to tell a partner about a favorite part of the book, about whether or not predictions were met, and other responses to the story.
- (M) After reading the novel *Hatchet* by Paulsen, *Julie of the Wolves* by George, or another tale of survival, students discuss the characteristics needed to survive in the face of adversity. They then debate the role of intelligence versus luck in surviving an ordeal.
- (M) The teacher selects a text that would appeal to middle school students but is probably too difficult for them to read independently and allots ten minutes each day to read the book aloud to them. Possible selections include *Gulliver’s Travels*, *Oliver Twist*, and *The Martian Chronicles*.
- (M) The teacher or a student prepares a dramatic reading of a famous speech, such as Martin Luther King, Jr.’s “I Have a Dream.” Students are asked to listen to the speech and write a response to it. After a discussion of the historical events that led to the speech, they write a second response.
- (S) Students listen to poet Seamus Heaney read from *The Spirit Level*. After listening to the poem “Postscript,” the teacher provides each student with a copy of the text. She then tells the students, “Choose a single word, phrase, line, or sentence that interests and/or moves you. Copy the selected text at the top of your notebook page and free write for five minutes.”
- (S) Students listen to a short nonfiction selection by an author such as Rachel Carson, Oliver Sachs, or Maya Angelou. While listening, students record salient points. They then read the text themselves to identify important ideas they did not obtain from listening.
- (S) After a discussion of storytelling traditions, the students listen to an oral reading of Mark Twain’s “The Celebrated Jumping Frog of Calaveras County” before reading it on their own. In class discussion, they then analyze how Twain was able to convey an oral tale in writing and achieve a humorous effect. Students then select other passages they think are comical or entertaining to read aloud.



### 3. Understand that authors write for different purposes, such as persuading, informing, entertaining, and instructing.

- (E) In a fourth-grade class, students identify the different parts of a newspaper, such as mast-head, news articles, advertisements, editorial page, sports columns, weather, feature articles, and television schedule. They discuss the purposes served by each of these sections.
- (E) A teacher prepares an “Anticipation Guide” that contains statements about a topic to be studied. Before they read the selection, students indicate agreement or disagreement with each statement. They reconsider their original responses after reading the text. Where responses changed, students discuss what in the text caused them to change their minds.
- (E) In a third-grade classroom, the teacher reads *The Jolly Postman or Other People’s Letters* by Janet and Allan Ahlberg to the class. After the reading, the children discuss the purpose and format of each of the messages in the book.
- (M) Students read *Across Five Aprils* by Irene Hunt in connection with a study of the Civil War. They also read artifacts of this period, such as letters, diaries, speeches, and other historical documents. Students discuss how each author’s purpose shaped his or her message.
- (M) Students read three accounts of an event (factual, fictional, and *Classic* comic book versions). They analyze each author’s primary purpose for writing and then create a chart identifying the purpose and distinctive features of each version.
- (M) As part of a unit on the American Revolution, students read a factual account of Paul Revere’s role. They then listen to “Paul Revere’s Ride” and discuss the differences in the two authors’ purposes for writing.
- (S) Students read a novel such as *The Chosen* by Chaim Potok or *Lord of the Flies* by William Golding. They discuss how such a novel can influence readers’ ideas and transform behavior.
- (S) Students read one or more newspaper articles dealing with a community or national issue. After discussing and taking notes on the pertinent information, they read an editorial on the same subject. Students then compare how purpose affects the content and style of the information presented in the two types of writing. Afterwards, students may write a letter to the editor, responding to the editorial with their own supported opinions.
- (S) Students create annotated book lists of reading they think their peers will enjoy. The lists from several classes are compiled by the teacher and shared with all students, perhaps as independent or summer reading options.



#### 4. Use reading for different purposes, such as enjoyment, learning, and problem solving.

- (E) Children create a monthly class calendar on which the teacher writes their suggestions for each day's snack-time story or recess game. Children take turns reading this information to the class.
- (E) Each child in a kindergarten or first grade creates a structure out of blocks or clay. The child then dictates a story about the structure to the teacher or a volunteer. Each child practices reading the story to others.
- (E) Upon completing a unit on fairy tales, students prepare to build castles out of Styrofoam™, aluminum foil, etc. To research their castles and structure them authentically, they refer to such books as *Castle* and *See Inside a Cassette*.
- (M) Students create double entries in their logs to use while they read challenging factual texts. Each page of the log is divided in half vertically. On the left, students copy lines or passages they find challenging, puzzling, or significant. On the right, students respond to the material they have copied with questions, comments, or reflections.
- (M) After being read a short nonfiction book on snakes, students decide they want to conduct more research on this topic. Their teacher helps them to do this by first creating a semantic map organizing information given by the students. The teacher puts the word *snakes* at the center of the board and has the students tell her what comes to mind when they see this word. Students' suggestions, which include reptiles, poisonous, garter snakes, dangerous, and deserts, are written on the board. They group the items into categories, including *habitat*, *characteristics*, and *types*. Once the map is finished, the students each select one type of snake to research and identify the categories they will complete for their selection. As part of their research project, each group will create a semantic map with information for each of the categories that elaborates on the type of snake they have researched.
- (M) Every teacher in one school building has DEAR (Drop Everything and Read) time. All students and teachers, as well as other school staff, use the same 15 minutes each day for reading something of their choice. Students do not get assignments on this material, nor are they tested on it.
- (S) Each student identifies an interest that s/he would like to pursue, such as building a computer, buying a used car, improving eating habits. Students use reading as a research tool to gather as much information as they can about features, sources, and costs related to their interest. Each student compiles the information into a booklet titled "All You Need To Know About..." and places the booklet in the school library for circulation.
- (S) Students in one class are conducting a career search. Each student selects one job to research and prepares a report to share with the class. They consult such reference books as the *United States Occupational Outlook Handbook* to determine job description, education requirements, anticipated need, and average salaries.
- (S) A library media specialist familiar with books and authors popular with young people is invited to speak to the class about these books. Students are then asked to select and read a book they think they would enjoy. Later, in an informal class discussion, students share their reactions and recommendations concerning the book.

## 5. Read independently a variety of literature written by authors of different cultures, ethnicities, genders, and ages.

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- (E) The teacher obtains a book containing poetry from around the world. Each day he introduces a new poem by reading it to the children as they wait to go to the cafeteria or playground. The children practice the poem during spare time until they have memorized it. At the end of the year, the children participate in a “Poems From Around the World” festival for the community.
- (E) Students conduct an author’s study of Patricia Polacco. Afterwards, they share what they have learned about different cultures introduced in her stories. For example, students could discuss cultural traditions of egg decorating after sharing the story in *Rechenka’s Eggs*.
- (E) While reading *In the Year of the Boar and Jackie Robinson*, fourth-grade students select picture books about children from other cultures or ethnic groups who have experienced change in their lives. The changes could include moving to the United States or changes that occur as a result of historical events such as wars. The titles, which are preselected by the teacher and library media specialist, include such books as *Baseball Saved Us* and *The Lily Cupboard*. The students are asked to select one or more of these picture books and to think about the similarities and differences between Shirley Temple Wong, the main character in the shared reading text, and the characters in the picture books.
- (M) Students maintain annotated lists of self-selected and teacher-selected works read that represent diverse cultures, time periods, and genres. In scheduled conferences, the teacher and students discuss the books read as well as additional titles to read in different genres and by different authors.
- (M) With the help of the school librarian, small groups of students select a familiar fairy tale or folktale that has multiple versions from different cultures, for example, *Little Red Riding Hood* retold by Marshall, *Lon Po Po* translated and illustrated by Ed Young, and *Red Riding Hood* retold by Beatrice Schenk de Regniers. Each group reads all the versions of the tale and prepares a report discussing the differences among the versions and how each version reflects the culture that produced it.
- (M) Children listen to Native American poems on Wood’s recording, *Many Winters*. They discuss their visions of life on the reservation and support their ideas with details from the poems. They then view photographs of the areas described and discuss the accuracy of their initial impressions.
- (S) From a bibliography of multicultural literature, students select and read a novel that is recognized as authentic in its portrayal of a culture’s mores and customs. They prepare an oral presentation or written report in which they discuss how the reading has enabled them to develop a new appreciation and understanding of that culture.
- (S) Following the study of Homer’s epics, *The Iliad* and *The Odyssey*, the class is divided into groups and sent to the library media center to find out about other famous epics, such as *El Cid*, *The Song of Roland*, *Gilgamesh*, *Ramayana*, *Sundiata*, and *Nibelungenlied*. The groups share their findings with the entire class, and the students discuss the similarities and differences among these epics and epic heroes that represent different cultures.
- (S) As part of the school’s celebration of Multicultural Month, students read a selection from a list of authors representing various ethnic and cultural groups. Students then write a one-page paper sharing their response to the selection. These papers are displayed on a bulletin board where others can read them.

## 6. Read literally, inferentially, and critically.

- (E) After reading a story or chapter book, students select two characters to compare and contrast. They create a Venn diagram to organize the information given in the story and to draw conclusions about the qualities of the two characters.
- (E) After students read Tomie dePaola's *The Legend of the Bluebonnet* and *The Legend of the Indian Paintbrush*, they create a story map for each legend. Students then discuss how each legend would have changed if a key character had not been in it.
- (E) To enhance critical thinking, students create one of the following responses to literature: (1) They produce Flip-Flap Books, books designed to show the beginning, middle, and end of a particular story using sentences and illustrations. (2) Students construct story mobiles that depict scenes or characters from the book. (3) Students write an additional scene for the story.
- (M) Students use the Question-Answer Relationship Strategy to answer and compose literal questions ("Right There"), inferential questions ("Author & Me" or "Think & Search"), and critical questions ("On My Own") about the content area texts they read.
- (M) From a literature passage or chapter, student groups choose three to four words to define. For each word, they write the line number and page number on which it is found, how it is used (providing the quote), and what they think the word means. Then during reading discussion, students participate in talk about word meanings. Students verify the meaning of the words they chose and, where there is disagreement, consult a dictionary.
- (M) After completing a unit on the history of New Jersey, students speculate on how the history would have changed if one famous person, such as George Washington, William Franklin, or Molly Pitcher, had not spent any time in New Jersey.
- (S) Before reading Ayn Rand's *Anthem*, students discuss some of the characteristics of futuristic novels they already know, such as Lowry's *The Giver* or Orwell's *1984*. They discuss how an author's point of view might be evident in the portrayal of a society and the way in which such works are often concluded. This information serves as a framework for reading *Anthem*.
- (S) Students discuss the concept of loneliness prior to reading Paul Zindel's *The Pigman*. They consider whether young people can be lonely and whether senior citizens are more lonely than others. They reflect on this in discussion and in their response journals. After they read the novel, they revisit their original views and write a second piece in their journals.
- (S) Using William Wordsworth's "My Heart Leaps Up," students investigate how interpretation of the poem changes if it is read from a formalist, structuralist, Marxist, or feminist perspective.



## 7. Use print concepts in developmentally appropriate ways.

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- (E) Using any story the class has read, students examine the organization of text and “white space” on a page. Students are directed to note how text organization changes when there is dialogue.
- (E) Students point to print in a text as their teacher and class read it aloud to establish left-to-right directionality, return sweep, and one-to-one matching. The teacher reminds students that “We say one word for each word we see.”
- (E) Using any big book that has been previously read and enjoyed by the class, the teacher selects one sentence to promote awareness of word order. She writes the sentence on a sentence strip. After showing students how the words on the strip match the words in the original text, she cuts the sentence strip and distributes individual words to students. [Use as many copies of the sentence as necessary to ensure that each child has a word.] The children are invited to find the holders of the other words in the sentence and line up in correct word order.
- (E) After a first-grade class has read and enjoyed a big book version of *Mrs. Wishy Washy*, the children are directed to listen for words that rhyme as the teacher rereads the story. Once words are identified, the teacher invites students one at a time to frame the rhyming words with an index card “window”. Students are directed to point to the part of the word in the frame that rhymes and the letters that make up the rhyming pattern.
- (E) Each week, the teacher introduces students to a new poem that is written on a large laminated chart. After listening to and enjoying several readings of the poem, the class reports its observations about the poem in the following manner: The teacher invites the children one at a time to come up to the poem and tell the class what they have noticed. Punctuation, capital letters, the title, and the structure of the poem are all examples of print conventions that could be discussed, highlighted, and reviewed in a mini-lesson on print conventions.
- (M) When students are given new science textbooks, their language arts or science teacher shows the students print features of their texts that signal things they should notice (e.g., words that are printed in color signal new concepts, italicized words are words they will find in the glossary, bold face words signal new topics). They also note how key sections of the text are spaced on the page.
- (M) Students look at collections of concrete poems and note how the shape of the poem matches the object described. They then create concrete poems of their own.
- (M) Students create a set of criteria for evaluating and selecting magazines to read. These criteria might include print size, proportion of visual to verbal material, quality of journalism, readability, and use of color. Each student reviews three magazines and critiques each one.
- (S) Students learn to identify and differentiate text features, such as the dedication, preface, introduction, epilogue, and afterword.
- (S) After reading a journal article on a given topic, each student selects and reads an additional article listed in the bibliography. Each student then writes a summary of the article and a commentary on the article’s contribution to the shared journal article.
- (S) Students compare and contrast different collections of poetry for organizational pattern, such as chronological order, literary movements, cultures, or themes.

## 8. Read with comprehension.

- (E) The teacher demonstrates use of self-correction strategies when the meaning of a word or passage is not clear and labels them (e.g., *read on*, *reread*, *try an alternate pronunciation*, *try an alternate word*, *ask questions*, *use resources*). She encourages students to use these strategies in subsequent reading experiences.
- (E) The teacher reads William Steig's *Amos and Boris* up to the point where Boris the whale saves Amos the mouse. The whale continues to swim to the Ivory Coast of Africa. The teacher asks the children, "What do you think would happen if Amos and Boris were to meet again?" After students have shared views, the teacher reads the author's ending for the story. For older children, the teacher could ask, "Could the same type of story be told about people instead of a mouse and a whale?" Older students could also turn the tale into a news story giving a full account of the event.
- (E) To help children understand that text has meaning segments, the teacher writes on chart paper a song of several verses that the children know, such as "The Farmer in the Dell." The teacher erases or blocks out the names of the animals or the verbs and invites students to discuss how the meaning is affected. The children then make up new verses or a new song by inserting new words, such as "The lion in the den...."
- (E) After reading a story, students make a collage or draw a particular character based on the author's description. They then share their artwork with the class and explain key features of their art on the basis of the text.
- (M) After reading a content area passage, the teacher and students discuss how they used particular reading strategies for monitoring comprehension, such as rereading, reading with others, self-questioning, scanning, and restating.
- (M) After reading a content area selection, students identify context clues they used to assist them with unfamiliar vocabulary. They locate examples of such clues as synonyms, antonyms, mood and tone clues, and punctuation clues.
- (M) Students in this intermediate class are using reading strategies, monitoring their comprehension, posing questions to clarify their developing thoughts, and relaying personal anecdotes triggered by their reading of the text. Working in pairs, the students read a portion of an assigned text and stop every so often to retell what was just read, discuss strategies they used for reading difficult portions, predict what might happen next, share an experience related to what was read, or pose questions they had while reading.
- (M) Following the reading of a book or chapter, small groups of students create webs of major ideas based on the text. Each student in each group adds to the web using a different colored marker, which enables the teacher to monitor each student's thinking.
- (M) Students read travel brochures and magazines about New Jersey. In small groups, the students plan a one-week trip for someone from out of state, making suggestions for places to visit, places to eat, and places to stay. They create an itinerary that includes travel times and distances between sites. The students then share the itineraries.
- (S) Students compare current newspaper articles about gangs with the gang fights depicted in S. E. Hinton's novel *The Outsiders* or Arthur Laurents' play *West Side Story*. They discuss whether the portrayal in the novel or the play bears any resemblance to the tensions of today.

- (S) Students read two different articles on the same issue or event (e.g., Megan’s Law or the Oklahoma City bombing). They discuss how an author’s content and language can influence a reader’s beliefs and knowledge.
- (S) Students compare and contrast several works they have read on the same theme, such as conformity. They describe the differences in the authors’ viewpoints and explain how the authors used language and events to convey these points of view.
- (S) To extend critical thinking about a text, students reflect on strong characters they have encountered in a novel or play they have read, such as Tennessee Williams’ *The Glass Menagerie*. They are asked to consider the following question: How would each of these characters function in contemporary society?
- (S) After studying excerpts of political satire from *Gulliver’s Travels*, students read satiric editorial cartoons and comics such as “Doonesbury.” They consider how characteristics of satire remain constant over time and across cultures.

### 9. Use prior knowledge to extend reading ability and comprehension and to link aspects of the text with experiences and people in their own lives.

- (E) Students prepare to read Ezra Jack Keats’ *The Snowy Day* by first sharing their experiences with snowy weather. Then they read the story and compare how the main character’s experiences are similar to or different from experiences they have had.
- (E) After reading Eve Bunting’s book *Wednesday’s Surprise* to a second-grade class, the teacher discusses the value of literacy with the children. They share any knowledge they have on this topic and talk about feelings they would have in a situation like the one depicted in the book. The lesson might end with a discussion of the question, “Why is literacy important to most people?”
- (E) As part of a unit on families, the teacher reads several stories about grandparents, including Anna Grossnickel Hines’ *Grandma Gets Grumpy*, Niki Daly’s *Papa Lucky’s Shadow*, Pat Mora’s *Pablo’s Tree*, Helen Griffith’s *Granddaddy and Janetta*, Karen Ackerman’s *Song and Dance Man*, Joseph Bruchac’s *Fox Song*, and Tomie dePaola’s *Tom*. The children compare the various grandparents in the stories and then compare these characters to their own grandparents.
- (M) Students complete a KWL chart in order to prepare for their reading of Joan Blos’ *A Gathering of Days* or Laura Ingalls Wilder’s *Little House on the Prairie*. The subject for the chart is “The Western Movement,” and the teacher refers students to related programs they might watch on television as well as books they may have read in earlier grades, such as MacLachlan’s *Sarah, Plain and Tall*. They share what they entered in their “What I Know” and “What I Want to Know” sections prior to their reading. After reading, they compare “What I Have Learned” and “What I Still Want to Know” sections and make decisions about where they might be able to locate still-needed information.
- (M) Prior to studying a unit on the role of African Americans in opening up the West, students brainstorm all they know about the topic. As they talk, the teacher creates a web of their suggestions on an overhead transparency that she preserves for future use. Upon completion of the unit, the students and teacher repeat the exercise, but the teacher uses a different colored marker. When she superimposes the post-unit transparency on the pre-unit version, students have tangible evidence of how much they have learned.

- (M) After reading *Where the Red Fern Grows*, students discuss the character traits, motivations, and interdependencies among the main characters. Then students identify someone real or fictional that they would like to introduce to one character in the novel and write a brief explanation of the reasons for their choice.
- (M) After reading McKinley Kantor's "The Man Who Had No Eyes," each student writes a journal entry relating each character to someone the student knows or has met. Specific common traits must be identified.
- (S) Before reading a novel set in a particular period, such as *The Great Gatsby*, the teacher activates the students' prior knowledge by having them brainstorm what they already know about that period (e.g., "The Jazz Age").
- (S) Students discuss what they know about Puritan society in preparation for reading Hawthorne's *The Scarlet Letter*. They draw from material they have studied in history classes and other works of literature they have already read from this period.
- (S) A teacher discusses Shakespearean drama with students following their reading of one of his plays. The discussion revolves around the question: "In what ways is the script of the play a working document for those who perform it?" The teacher works to help students understand that people in each time period will interpret the play in their own way, and that only particular action, in a particular place, before a particular audience gives the play its life.



# 10. Identify passages in the text that support their point of view.

- (E) In a discussion following a read-aloud, students comment on the adequacy of a character's response to a problem. They are asked to identify the part of the text that directly supports their comments.
- (E) Students research the question, "What kind of pet is best for a city dweller to own?" They know they will be required to defend their point of view by citing examples from stories they have read as well as information they have heard on television shows and from nonfiction materials they have consulted, such as children's encyclopedias and magazines. Each child has an opportunity to present his or her point of view and to cite evidence that supports it.
- (E) As part of an illustrator study, the teacher invites the children to select their favorite illustrator of children's books. Each child selects a favorite illustrator and defends the selection by sharing one illustration with the class and explaining how it conveys the related information or feelings in the book.
- (M) Children read a story with several main characters, such as Betsy Byars' *Summer of the Swans*. They select one character and write their opinion of that character. They then cite evidence from the story to support their opinion.
- (M) After reading the novel *The Sword in the Stone*, students consider the type of king they think Arthur would be and support their conclusions with evidence from the story. As a follow-up, they might read another account of King Arthur, such as Mark Twain's *A Connecticut Yankee in King Arthur's Court*, to determine whether their predictions are supported in the second text.
- (M) After reading Natalie Babbitt's *Tuck Everlasting*, students decide whether it was a good idea for the author to write a fantasy novel that deals with the topic of death. They cite specific instances from the text that support their point of view.
- (S) Students read several expository pieces on the same topic, such as whether the sale of tobacco should have the same restrictions as those placed on the sale of other harmful drugs. Students work in groups to develop a point of view by examining the arguments that are presented in the various articles. As students present their viewpoints and give reasons, they must cite supporting arguments from the reading material.
- (S) Students are asked to consider whether characters in novels they have read act justifiably (e.g., Huck leaving his father or the researchers using Charlie for their experiments in *Flowers for Algernon*). Students must return to the text to find support for their point of view.
- (S) In a discussion of the relationship between Phineas and Gene in *A Separate Peace*, students consider the several levels on which this novel is a war story. They must cite evidence from the story to support their answers.
- (S) In pairs, students quote and/or paraphrase textual evidence to explain their understanding of the narrator's assessment of walls in Robert Frost's "Mending Wall."



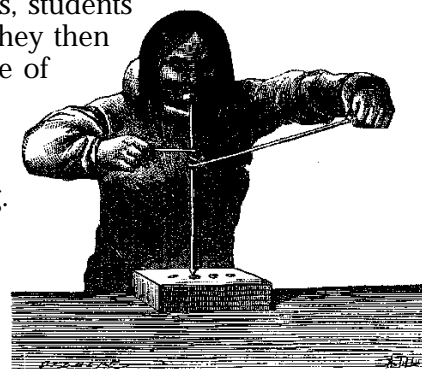
# **11. Distinguish personal opinions and points of view from those of the author, and distinguish fact from opinion.**

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- (E) Students reading MacLachlan's *Sarah, Plain and Tall* list Caleb's comments about the likelihood that Sarah will stay with his family and determine which of his comments are based on fact and which are based on opinion. They do the same exercise with other characters in the story.
- (E) After reading *Charlotte's Web*, students make a chart listing the characters' names and opinions of Wilbur. Students then discuss which opinion most closely matches that of the author.
- (E) Students view a PBS children's program, such as *Arthur* or *Sesame Street*, and report orally on the lessons conveyed in the program. Students then discuss their viewing experience, addressing the following questions: "How do they know what the program was teaching them?" "How was the lesson taught?" "What parts of the lesson were based on fact and what parts were based on opinion?" As a follow-up, students compare the viewed lesson with similar lessons in classroom texts and note differences between the two approaches.
- (M) Students read newspaper and magazine articles on a current controversial issue and make a fact-and-opinion chart with factual information on one side and opinions on the other. Based on this chart, students then develop their own opinion of the issue and prepare an oral presentation in which they present their conclusions and include support from their research.
- (M) Students write five statements of fact and five statements of opinion about themselves. They share these with a partner and determine whether each statement meets the criteria for fact or opinion. Then they read a selection and identify the fact and opinion statements in it.
- (M) After the teacher guides students in a discussion of the relationship between a title and the rest of the reading selection, the students read a short essay without its title. They then create two titles, one highlighting the factual information in the essay and the other conveying the author's opinion.
- (S) Students read several short articles, each of which is on the same topic, such as affirmative action or English-only legislation. They identify fact statements and opinion statements in each. They then discuss the types of opinion statements found in each article, such as expert opinion, informed opinion, and uninformed opinion. They use this information to determine their own points of view on this topic.
- (S) Students find a review of a movie or play they have seen or a book they have read. After reading the review, they write an essay either agreeing or disagreeing with the reviewer's opinions, citing specifics from the review and the work.
- (S) After completing a unit of study on a particular author, such as Emerson or Hawthorne, students write essays explaining whether they personally agree or disagree with the philosophies of that author. The essays could be used as a basis for a panel discussion or debate.

## 12. Demonstrate comprehension through retelling or summarizing ideas and following written directions.

- (E) Students in an elementary class have heard their teacher read aloud the Maurice Phister text, *The Rainbow Fish*. The teacher directs them to retell the narrative using blank cubes. Students individually retell the story by drawing the opening, middle, and closing scenes on the cube's sides, using three sides. On the fourth side, they create a title picture, and on the fifth side they include information about themselves. The sixth side is left blank for viewers' later comments. Students should number the blocks to guide the viewer.
- (E) Upon completion of a story or book, students demonstrate their ability to summarize main events in the plot through a storyboard. This activity may be an independent or group experience. On a large piece of construction paper folded to create six or eight boxes, students summarize and sequence the main events of the story through pictures, captions, or both. Storyboards may also be shared orally with the class.
- (E) After listening to a short but complete text (picture book or short story) read aloud by the teacher, students are asked to retell the story in writing. The teacher will have discussed and explained the retelling strategy so that students know how the strategy works and why it is effective for developing comprehension.
- (E) After students are visited by the fire chief of their town, they retell the important points that were made about fire safety. They then share the reading material given to them by the fire chief. In a follow-up discussion, the class considers whether there are any additional important points that have not yet been mentioned.
- (M) As part of a multicultural celebration, each student obtains a recipe for a favorite food from a family member, writes down the recipe, and follows it to produce a food for the class to share.
- (M) Eighth-grade students create a "Review of the Year" videotape for their parents to view as part of a "moving up" celebration. The first part of the project is for students to summarize the year's major events. Working in small groups, students make decisions about the contents of the tape, which they then present to the class for final selection. In the next phase of the project, students divide into small groups to learn about and prepare for videotaping. Groups might address such topics as script writing, directing, sound and lighting technology, computer graphics, and taping.
- (M) After reading a multicultural book, such as George's *Julie of the Wolves*, students summarize some of the things Miyax (Julie) did to survive and some of the most interesting things they have learned about the Eskimo culture.
- (S) Students read an essay on a topic of current interest, such as "Improving education in urban schools" or "Changes in industry as a result of the global economy." In groups, they then select five sentences from the article that they believe convey important ideas and which, if written as a single paragraph, would summarize the article. Next, they identify five sentences that are particularly difficult, perhaps because they are verbose or because they are metaphorical. Students work together to rewrite the sentences in language that is more like their own. Then in a whole-class discussion, they talk about the thinking processes they used to successfully complete each task and uses of these tasks for studying.



- (S) Students read a narrative poem, such as “The Rime of the Ancient Mariner” by Samuel Taylor Coleridge. They then write a news story accompanied by an appropriate headline to demonstrate their comprehension of the poem.
- (S) Students rewrite a soliloquy or portion of a scene from a Shakespearean play into modern language and read their versions to a small group or to the entire class.

### **13. Identify elements of a story, such as characters, setting, and sequence of events.**

- (E) Students identify the story structure found in Audrey and Donald Wood’s predictable text, *King Bidgood’s in the Bathtub*. Students are able to use this story as a model of problem solving. They may wish to write an alternative text to this story. Examples of alternative text titles could be *King Bidgood’s in his Bed* or *Principal Kelly’s in her Office*.
- (E) Before reading and viewing a story, the teacher reviews the elements of story grammar, including setting, character, goal, problem, and resolution. When the reading/viewing is complete, students and teacher play *Jeopardy*, creating questions and answers based on the text and using setting, character, goal, problem, and resolution as the categories.
- (E) In a study of multicultural legends, the teacher posts a bulletin-board-sized chart of attributes, with key story elements as headings for the chart. As student pairs read various legends, they complete a separate index card detailing information for each element of the attribute chart. Each pair shares its legends and adds its cards to the chart. Class members then compare and contrast legends.
- (E) As part of an author study of Roald Dahl, student groups read a chosen Dahl book. Then the teacher reads aloud *Boy—Tales of Childhood*. Afterwards, she posts a large attribute chart with headings, such as Main Characters, Settings, Problem Solution(s), Theme, and Author’s Style. Together, the teacher and students complete the chart based on the story she has read. Then each group completes a chart for its own chosen Dahl story. Finally, the class shares various aspects of each book, reading aloud favorite passages and comparing and contrasting elements of their books.
- (M) Students rewrite a scene from a novel or play they are reading to illustrate how the outcome might be different if a character behaved in some way that is different from the behavior described in the book. For instance, how might the events have been different if Cassie in Mildred Taylor’s *Roll of Thunder, Hear My Cry* had not rejected the book that had been discarded from the state? Would the other events still make sense?
- (M) Students identify literary characters who are most like themselves. They discuss the value of including realistic characters in novels.
- (M) Students discuss the details of the setting in a novel they have read. They analyze which details contribute most to conveying the mood, the time period, and the location.
- (S) In reading conferences with the teacher, students discuss the major elements of a book they are reading independently. They discuss such questions as the following: What were some of the problems (conflicts) in the story? What made them problems (conflicts)? How does this book compare with others you have read that have a similar theme or conflict? What were some of the turning points in the story? Was this a well-written book? Why or why not?

- (S) Students discuss some unsatisfying resolutions in novels or plays they have read or seen on film. They share their preferred resolutions and discuss why these changes would improve the work. For instance, was it necessary for Steinbeck's *Of Mice and Men* to end with Lennie's death? Would Steinbeck's *The Pearl* have been more satisfying to read if Kino had not cast the pearl back into the sea? They explore the reasons behind authors' decisions for ending literary works the way they do.
- (S) Students compare and contrast two characters in a short story in terms of motivation, relationship to others, and problem-solving strategies. They discuss how these character traits affect our responses to the character.
- (S) Students discuss the degree of complexity of some characters in works they have read, such as the old man in *Old Man and the Sea*, Lady Macbeth in *Macbeth*, or McMurphy in *One Flew Over the Cuckoo's Nest*. They discuss how such complexity can lend interest to a story. Each student then writes a character sketch of one person they know really well. They try to make their descriptions as multidimensional as possible.

#### **14. Identify literary forms, such as fiction, poetry, drama, and nonfiction.**

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- (E) *The Island of the Skog*, written and illustrated by Steven Kellogg, offers a fictional account of characters fleeing their native land and attempting to settle in a new world. Students use a Comparison/Contrast Box to record the similarities and differences between the experiences that occurred in this fictional journey and accounts of real colonists such as the Pilgrims. Through this exercise, students can study similarities and differences between the genres of fiction and nonfiction.
- (E) Children in a second-grade classroom take responsibility for organizing the classroom library books according to topic, such as animals, famous people, friends, and family. They prepare a list for the class. Each week a different child is responsible for being the librarian who helps others find books in different genres on a given topic and who checks out books to classmates.
- (E) Groups of students are given fairy tales, and each group is asked to rewrite one tale as a play. Later, the groups act out their plays as one group member holds up cards that say *Introduction*, *Rising Action*, *Climax*, *Falling Action*, and *Resolution* at appropriate points in the presentation.
- (M) Students in one classroom are preparing for a trip to New York City. They develop a multi-genre bibliography on the city that will be given to students in other classrooms. The bibliography will include a variety of literary forms, including fiction, poetry, drama, and nonfiction. Students are encouraged to use a wide range of resources, such as the school and public libraries and the Internet.
- (M) As part of a unit on poetry, students learn to identify differences among several poetic forms, such as the lyric, sonnet, ballad, and narrative forms. Each student collects one example of each to share with the class.
- (M) Students discuss the concept of turning point and identify the turning points in several novels and short stories they have read. They share their views on how the story might have changed had the events preceding the turning point been different.

- (S) Students compare works written on the same theme, in different genres. For instance, they read works on the theme of “Youth’s Alienation from Adult Society.” The teacher has a variety of texts that appeal to different students and that accommodate different reading levels. Some students read Shakespeare’s *Hamlet*; others read S .E. Hinton’s *That Was Then, This is Now*; still others select Kin Platt’s *The Boy Who Could Make Himself Disappear*; and a fourth group chooses J. D. Salinger’s *The Catcher in the Rye*. After reading the material, they view the film *Breaking Away* and read related magazine and newspaper articles. As a class, they discuss the different literary forms and how each contributes to the students’ understanding of and thoughts about this theme.
- (S) Students read similar literary genres from different periods, such as a Greek tragedy, a Shakespearean play, and a contemporary drama. Students then discuss some of the similarities and differences in the literary forms.
- (S) Students read news reports, editorials, research reports, and lengthier articles on the same topic, such as workfare or prejudice. Students then compare the kinds of information each form provides and the usefulness of each to different readers.



### 15. Expand vocabulary using appropriate strategies and techniques, such as word analysis and context clues.

- (E) The teacher guides students in developing their vocabulary by selecting words of interest or importance from a read-aloud. Teacher and students discuss together the etymology, or origin, of the words found in a dictionary. This information may be recorded in students’ notebooks or on charts displayed in the classroom.
- (E) Students use removable notes to flag pages on which they find words they cannot pronounce or do not understand. They write one word and its line number on each note for reference in a vocabulary lesson that follows.
- (E) The teacher reads Judith Viorst’s story, *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, aloud to the children. After listening to the story and enjoying the pictures, the students share “bad day” experiences they have had. Then the teacher selects some compound words from the story and asks whether any of these would be good descriptors for their personal bad days. Together, they note the compound nature of the words and offer other compound words that might also be used as their descriptors.
- (M) While using trade books in an integrated curriculum, students expand their vocabulary by identifying unfamiliar words they think are important. On 3 x 5 index cards, students record each word, the page on which it was found, and their own definition of the word derived through their use of context and structural analysis clues. The students also use the word in an original sentence. During a whole-class meeting, students present these words to the class, record them on a class chart, and verify their definitions.
- (M) Using the *World Book Encyclopedia*, students identify new vocabulary words in an article and define the words with the context clues the encyclopedia provides.
- (M) In a sixth-grade class, the teacher introduces different types of context clues, including comparison, contrast, direct definition, experience clues, punctuation clues, illustrations, and example clues. Students locate unknown words in reading materials and try to figure out the meanings of these by using the context. They identify the type of context clues they have used.

- (M) Students are given a list of vocabulary words taken from a short story that they will be reading. The students sort these words into story grammar categories, such as *character*, *setting*, *actions*, *resolutions*, and *theme*. Working in groups, the students combine their expertise to sort the words into the appropriate categories, referring to a dictionary when they do not know the word. Then, they share rationales for their choices. The students conclude the activity by making a prediction about the story they will be reading.
- (M) Students determine contextually appropriate definitions for multiple-meaning words (steer, patch), homonyms (there, their, they're), synonyms (wide, broad), and antonyms (together, separate).
- (S) Individual students maintain a personal dictionary of new terms encountered through reading, viewing, notetaking, etc. The list could be kept on a personal disk for the purpose of defining, applying, and expanding one's own personal vocabulary through a variety of literacy experiences both in and outside the classroom.
- (S) The teacher makes a transparency and/or multiple copies of an excerpt from Thomas Hardy's *Tess of the D'Urbervilles* for students. Students search for vivid descriptors, repeated colors, contrasting images and patterns in the passage, and changes in Hardy's voice or tone. Alternatively, the teacher could delete (white out) adjectives and ask students to fill in their own words. Then students would compare their word choices with those of the author. In either case, students then discuss what impact these descriptors have on the reader.
- (S) Students collect up to 20 words from each discipline that they need to learn for their content area studies. Over time, these words are listed and defined in the students' learning logs at the rate of five per week.

#### **16. Read and use printed materials and technical manuals from other disciplines, such as science, social studies, mathematics, and applied technology.**

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- (E) During a multicultural unit, students use several forms of travel documentation as they simulate travel to many different countries: (1) Passports serve as a running record of all countries studied. The children maintain these, filling in the name of the country they are visiting. (2) Stickers representing each country are colored and glued onto student-made mini-suitcases as students reach each destination. (3) Travel journals provide an ongoing account of the trip and include student entries with general information about the countries (such as the capital, continent, language, and special foods) as well as the children's personal observations.
- (E) In order to learn how to use a newspaper to gather information, students explore newspaper contents. Search activities may be geared to a specific or general purpose. The teacher generates a list of information that the students must locate and document. (Example: What is tomorrow's weather forecast for our area? or Locate an article on a professional sport, and write two to three sentences summarizing the article.)
- (E) Students acquire a real or virtual classroom pet. In order to care for it properly, they read pet care manuals, pet food labels, and information about the history of the pet.
- (M) Students read and reread the directions in a technical manual, such as a VCR booklet, a computer manual, or a section of an insurance policy. Working in pairs, students share their understanding of what they read and then rewrite the passage from the technical manual for someone who has difficulty understanding technical writing.

- (M) Students are given a list of vocabulary words from a social studies text and asked to define them. As a vocabulary test, students write each word in a sentence that contains a context clue and relates to the topic being studied.
- (M) Students check their science laboratory manual for instructions on conducting a particular experiment and verify the clarity of the instruction with peers.
- (S) For a “New Millenium” project, students working in small groups research a variety of self-selected topics. Some topics are Foods for the New Millenium, Cars for the New Millenium, Family Life in the New Millenium. Students read a variety of technical materials across disciplines to learn some of the changes that have occurred in these areas in the past ten years as well as changes that are predicted. Resources include the Internet, government agencies, and professional organizations. When the students have finished their research, each group makes a presentation to the class in a format (written and/or visual) they select.
- (S) Students read a technical journal article related to a topic they are studying in science, mathematics, or applied technology and then write a one-page review describing the usefulness of the article in developing their understanding of the topic.
- (S) Students compare two sets of directions for a given task, drawn from such sources as cookbooks or instructional manuals, and write a brief description comparing the clarity of the instructions and the efficiency in completing the task as it is described in each source.

## 17. Read more than one work by a single author.

- (E) Students are interested in reading multiple texts by the same author. In a class discussion, they begin to identify and make a chart of authors and titles they think other students might enjoy. Authors students identify may include Ezra Jack Keats, Arnold Lobel, Tomie dePaola, Roald Dahl, Patricia Polacco, and Bill Martin.
- (E) Students have read several books by Joanna Cole, including books in the *The Magic School Bus* series and *An Insect's Body*. The children discuss which books might appeal to preschoolers and which could be enjoyed even by adults. They notice the variety of artwork used in the books and differences in the language. They also discuss the blending of fact and fiction in her stories.
- (E) Groups of students take responsibility for surveying and reading works by well-known authors. They then share their reviews of the works with the rest of the class.
- (M) As a follow-up to a unit on poetry, students select a poet from a list prepared by the teacher. They read about the poet's life; select a group of poems; and present to the class the biographical material, an overview of the poetry, and an oral interpretation of a poem that they have prepared.



- (M) After reading Mildred Taylor's *Roll of Thunder, Hear My Cry*, students expressing an interest in reading other books by the same author may enjoy listening to book talks on some of these, including *The Friendship and the Gold Cadillac* and *Let the Circle Be Unbroken*. The teacher provides them with biographical information about the author, the children decide which book they want to read, and the students form literature circles. When the literature circles finish reading their books and the biographical materials, they discuss the stylistic and thematic continuities between the book they read and *Roll of Thunder, Hear My Cry*. Then they formulate hypotheses about aspects of the author's real life that influenced her writing and record their ideas in reading logs that they share with the class.
- (M) Students form groups to read and discuss individual short stories by Edgar Allen Poe, such as "The Cask of Amontillado," "The Gold Bug," and "The Monkey's Paw." Later, they convene as a whole class to discuss common features of Poe's short stories.
- (S) As part of a poetry unit, small groups of students select a poet or songwriter to study, for example, Robert Frost, Emily Dickinson, Countee Cullen, Bob Dylan, or Bruce Springsteen. Each group analyzes several works by its author for recurring themes, stylistic devices, and topics. Then the group prepares a visual and oral presentation on the author to share with the rest of the class.
- (S) Students self-select a story from James Joyce's *The Dubliners*, such as "Grace" or "The Dead," and search for parallel characters, situations, or themes in the first three sections of the author's *Portrait of the Artist as a Young Man*. After reading, researching, and analyzing critics' discussion of the texts, they present the results of their comparisons between the shorter and longer pieces.
- (S) After completing a unit on British Romantic Poets, each student selects a poet to study further. This includes researching the poet's biography and reading additional works not covered in the class curriculum. Students then prepare and present an oral and written presentation that includes an analysis of the additional work of the poet.

## 18. Begin to identify common aspects of human existence.

- (E) Children have read a number of quality multicultural stories, including Patricia Polacco's *Mrs. Katz and Tush*, Valerie Flourney's *The Patchwork Quilt*, John Steptoe's *Mufaro's Beautiful Daughters*, Paul Goble's *The Girl Who Loved Wild Horses*, Dennis Haseley's *Ghost Catcher*, and Norah Dooley's *Everybody Cooks Rice*. They discuss ways in which the characters' experiences and feelings are similar to their own. They also create a chart to show common elements in these stories, such as feelings about family members, concern for others in the community, and individual fears and dreams.
- (E) After reading several books by an author such as Judy Blume or Beverly Cleary, students discuss the challenges faced by the characters. They then create a chart depicting the common elements of the problems and solutions presented in each story.
- (E) After reading stories about animals, such as *The Ugly Duckling*, *Goldilocks and the Three Bears*, or *The Three Little Pigs*, students compare the situations in the animals' stories with situations in their own human lives.
- (M) Students construct a comparative chart that outlines the Jim Crow Laws and the Nuremberg Laws. This is a prereading activity to be used in the study of a novel based on the Holocaust.
- (M) After reading a novel such as S. E. Hinton's *The Outsiders*, students discuss ways of resolving conflicts with peers and reasons for labeling groups as "insiders" or "outsiders."
- (M) As part of a unit on human respect, students monitor the print media for evidence of people's generosity to each other.
- (S) Students read, analyze, and critique three poems from different authors dealing with mankind or the human condition (e.g., "Mother to Son," "Fire and Ice," and "Caged Bird"). They compare the poets' views on this theme.
- (S) Students discuss themes they have encountered in books that were written during different time periods and/or that they have read at different ages. For instance, both E. B. White's *Charlotte's Web* and Nathaniel Hawthorne's *The Scarlet Letter* exemplify the theme of self-sacrifice. Students then discuss why these themes appear so often and try to identify other themes that have appeared frequently in novels and plays they have read.
- (S) Students read a pair of autobiographies by such authors as Helen Keller, Margaret Mead, and Anne Frank to compare the challenges each faced and the means each sought to overcome the challenges.



## 19. Recognize propaganda and bias in written texts.

- (E) Students analyze toy ads in toy store flyers. They discuss how each toy is presented so that the reader will want it and then identify specific types of appeals used, such as action and adventure for boys and glamour and caregiving for girls. The children also examine stereotypes conveyed in these ads.
- (E) Students examine fables for stereotypical portrayals of such animals as the fox, crow, turtle, and hare.
- (E) Students brainstorm words with positive and negative connotations and select the words they would use to describe a friend.
- (M) The children make their own loose-leaf Propaganda Reference Book. They look through magazines for examples of propaganda devices: glittering generalities, bandwagon, testimonial, card stacking, and positive associations. As students find more examples, they may add these to their books.
- (M) During a study of propaganda and bias in written text, middle school students read sensational news stories and then sort the stories by the predominant propaganda method the author has used.
- (M) Students select and read a sports or political editorial. In cooperative learning groups, they then identify persuasive techniques used and discuss the effects of these techniques.
- (M) Students analyze ads in popular magazines in which a person is selling a product. The students ask themselves such questions as: Who is advertising the product? To what extent does this person have expert knowledge about this product? What catchy phrases are used? What claims are made? Wherever possible, students test the claims of the ad for truthfulness. For instance, they can test different brands of peanut butter against the claims made.
- (S) Students are introduced to several propaganda techniques, such as card stacking, connotative language, transfer, testimonial, glittering generalities, expert opinion, and scientific evidence. After reviewing examples of each, students select ads from magazines and newspapers that represent the techniques presented and mount the examples on poster board for a room display.
- (S) Students are introduced to the concept of euphemism. The teacher reads examples from Lutz' *Doublespeak*. After discussion, they then look for examples of euphemism on television, in newspapers, and in everyday language. As students find examples, they write them on index cards and post these on the bulletin board.
- (S) Students explore the use of selective information in advertisements for commercial products such as tobacco or weight-loss products. They identify the techniques being employed and evaluate the effectiveness of them during an audience response survey of their peers.
- (S) As part of a unit on persuasive devices in oral, written, and media presentations, students bring to class magazine print ads for products teenagers like to use. The teacher then models for the class how to analyze the print ads for slant and bias. She asks students to review the ads they have brought to identify the following: What is the advertiser promoting? Who is the intended audience? What techniques are used to persuade the reader (listener or viewer)? What biases are present in the ad?



## 20. Analyze main ideas and supportive details.

- (E) Students read an article about different kinds of musical instruments. Afterwards, the teacher helps them identify the main idea by making a semantic map. In the center, the teacher writes, “There are many different kinds of musical instruments.” Important ideas are webbed off the center of the map, and the relationship between these and the main idea is identified by the children. The center, it is shown, is the main idea.
- (E) Students read an informational text, such as a book about dolphins, and turn the topic sentence (main idea) of each paragraph in the text into a question. They then try to find at least two answers to each question.
- (E) A teacher helps his students identify main ideas by showing difference between topics, main ideas, and details. He gives all students the same topic: the moon. Then he asks students to write or dictate a sentence about the topic. Through sharing their sentences, students recognize that although they all had the same topic, they had focused on different aspects of the topic. Some examples of student sentences are “The moon would be an interesting place to visit.” “The moon has an effect on the ocean.” “We know a lot about the moon.” The class discusses how the details would need to be different in compositions with such different main ideas.
- (M) Students are given a sentence that states the main idea of a selection they will read, such as “Schools should give harsh punishments to bullies.” The students then write questions raised by these sentences, such as “What kinds of punishments?” or “Why should the punishments be harsh?” Next, they read the selection to see whether these questions are answered. The teacher and students then discuss the value of main idea sentences in text.
- (M) Students practice making distinctions between major and minor details in reading selections by making a hierarchical array in which the main idea is placed at the top and significant details are placed below it with minor details extending beneath these.
- (M) Students read Dionne Brand’s poem “The Bottlemán” and summarize the information they learn. For example, they might answer the questions: What does the bottlemán do? What is the most difficult thing about his job? Following this discussion, students expand on the information in a writing exercise that addresses these questions: Where is the bottlemán going? Where does he come from? Why does he collect bottles? What dream is he searching for? What happens when he finds his dream? Students must support their answers with details from the text.
- (S) Students practice understanding details by reviewing the different purposes of the details in various materials they have read, including details that offer reasons or arguments, provide descriptions, outline steps or procedures, give single or multiple examples or illustrations, or cite facts or statistics.
- (S) Using prior knowledge about a subject they have studied, students add details to a short article about that subject. They work individually and try to use a variety of details. For each detail they write, they indicate where in the article it should be placed. Then the class creates a combined article, using all the details students have suggested for the various parts of the article. They review the combined article to verify that all details are related to the main ideas and appropriately placed within the text. Sentences that are unrelated are eliminated.

- (S) Upon completion of a unit on homelessness, students working in small groups are given different articles on the topic. Each group collaborates to remove supporting details from its article and lists these details on a separate piece of paper or index cards. Student groups then exchange articles and lists, and each group attempts to reconstruct the original article by reinserting supporting details for the main ideas.
- (S) As part of a world literature course that includes reading excerpts from the *Mahabharata* and *Ramayana*, students form study groups to investigate the culture and history of India. Using the Internet as well as traditional sources, each group reads at least three informational articles on India and completes a graphic organizer for each one.

## 21. Analyze text using patterns of organization, such as cause and effect, comparison and contrast.

- (E) After reading Ezra Jack Keats' *Peter's Chair*, students identify Peter's situation (a new baby in the family). The teacher writes the situation in the middle of chart paper and puts herringbone organization around it. The class dictates the causes and effects that occur throughout the story.

- (E) Students adopt pupae and house them in a glass terrarium with appropriate plants. They chart the development of the pupae into caterpillars and butterflies in their learning logs. Then they read Carle's *The Very Hungry Caterpillar* and create a Venn diagram to show the similarities and differences between the ideas found in their factual logs and Carle's fictional account of the butterfly's development.



- (E) Students read *Hansel and Gretel* and chart the plot as a sequence of problems and solutions.
- (M) Upon completing a unit on novels, small groups select two favorite characters for comparison and contrast. In a mini-lesson, the teacher guides the students' recall of categories for comparing and contrasting characters. After each group analyzes its characters, the group determines how to present its work to the class (e.g., visual materials, a play, or an essay).
- (M) Students in this classroom use a herringbone organizer in order to diagram a situation such as the Korean War. Then from their previous reading, they identify the causes and speculate about the effects they might find discussed in their next reading on this topic.
- (M) Students examine various text types that demonstrate patterns of cause/effect, comparison/contrast, persuasive/argumentative, etc. Then, using an overhead projector, the teacher shows partially completed graphic organizers that match the text types examined and asks the students to complete the organizers. Next, students examine unfamiliar texts and construct the ideas in an organizer of their own choice. After completing the organizer, they write a narrative explaining the process they used for this activity.
- (S) After drafting an essay that uses a problem/solution, comparison/contrast, or cause/effect structure, writers exchange drafts with a peer who analyzes the essay using a graphic organizer. The peer returns the draft and organizer along with comments on both content and organization. The writer revises the draft and repeats the exchange process before moving on to editing and polishing the essay.

- (S) Students examine the Nobel Prize acceptance speech of William Faulkner and identify the rhetorical and linguistic devices he used to balance the intellectual and emotional elements of his artistic credo. They then apply the precepts of his speech to one of his short stories, such as “Barn Burning” or “Dry September.”
- (S) Students read several creation stories, for example, from the *Mahabharata*, Native American tales, or the Old Testament. They then use a graphic organizer to identify similarities and differences in the creation tales. These comparison charts are shared with the entire class. Finally, each student writes a comparison/contrast essay on the creation stories of different cultures.

## **22. Analyze text for the purpose, ideas, and style of the author.**

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- (E) Students read two novels by one author, such as Judy Blume’s *Tales of a Fourth Grade Nothing* and *Superfudge*. Two small groups compare the author’s purpose; another two compare the author’s ideas; and another two, the style. One member of each group reports the group’s findings to the class for placement on a class chart.
- (E) Students listen to and enjoy a read-aloud of *Brown Bear, Brown Bear, What Do You See?* They then discuss author Bill Martin’s purpose and style.
- (E) Students read or listen to myths on a given topic from two or more cultures. Then they discuss the differences in the authors’ presentations of ideas and purpose and speculate about how these differences reflect differences in the cultures.
- (M) Students read an important speech, such as Lincoln’s “Gettysburg Address,” analyzing purpose, ideas, and style. They discuss such questions as: Why does this address work? Why is it remembered?
- (M) Students review the speeches presented by candidates in their most recent student elections and evaluate them for audience appeal and effectiveness. Students strive to answer the question: What helped to get the successful candidate(s) elected?
- (M) Using multimedia sources, students research a piece of literature that satirizes a form of government and present an oral presentation to the class on the viewpoint conveyed in the literature.
- (S) The teacher prepares two literary excerpts by one author, such as Morrison, Faulkner, Hurston, Hemingway, or Woolf. In small groups, students compare the excerpts, doing a close reading of each passage and making a chart comparing such features as diction, syntax, and imagery. They then present their completed charts and findings to the whole class.
- (S) Students read two or three columns by a selected humorist, such as Russell Baker, Ellen Goodman, or Dave Barry. They discuss the author’s ideas and style and consider how the effect on the reader would differ if humor were not used.
- (S) Students read a piece of literature with a religious theme, such as Milton’s *Paradise Lost* or Bunyon’s *Pilgrims’ Progress*. They discuss whether purposes for reading the piece today differ from the author’s original purpose.

### 23. Understand the role of characters, setting, and events in a given literary work.

- (E) After completing a unit on folktales, the teacher asks students to draw a picture of one setting that was important in their favorite folktale and to include the character and action that occurred in that setting. Students share their pictures and explain why they selected the settings.
- (E) Students listen to a read-aloud of a story, such as *Little Red Riding Hood*. They then retell the story but omit mention of an important character, such as the hunter or woodsman. Afterwards, students talk about the effect this omission has on the events in the story.
- (E) Students rewrite a tale, such as *Snow White*, using a contemporary setting.
- (M) After reading Charles Dickens' *A Christmas Carol*, students research Victorian social customs in 19th-century England. Small groups are then assigned portions of the Dickens text to examine for historical accuracy. Each group reports its findings to the class.
- (M) After reading a short story or trade book, students grade a character's traits that are important in the story, such as concern for others, honesty, and dependability. For each trait, the students assign a grade (e.g., B for honesty) and then explain the particular grade using textual support.
- (M) During a unit on mystery and horror, students analyze the role of characters, settings, and events in a literary work. Small groups of these students construct story maps based on selected Edgar Allan Poe stories. Later, they compare Poe's stories to stories by Nathaniel Hawthorne that the teacher has read aloud in order to note similarities and differences between the two authors' construction of these elements.
- (S) Students maintain a journal focusing from beginning to end on a primary character in a short story, play, or novel. The journal entries note characteristics, dialogue, and direct and indirect evidence that the author used to construct the character portrait in words and visual images.
- (S) After finishing a novel or play, students answer the following question about their text: How would the events have changed if one character had not been part of the story? They either write an essay or prepare an oral presentation to share their conclusions.
- (S) Students change the setting of a major movie or top television show and determine how the change would affect characters and events. Working in pairs, students script one scene based on the change, read their script to the class, and explain the difference.



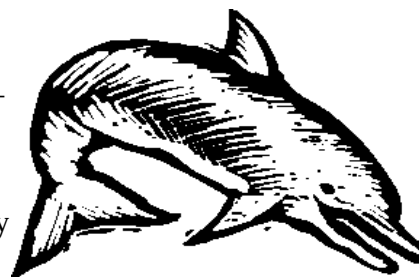
**24. Understand the concepts of figurative language, symbolism, allusion, connotation, and denotation.**

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- (E) To help students understand imagery, the teacher reads Carl Sandburg’s poem, “Bubbles”. The class discusses the poem in light of the following question, “How does this poem tell you about something you are familiar with but in a different way?” Comments may include mention of such images as bubbles having “rainbows on their curves.”
- (E) When the teacher observes that most students know quite a few nursery rhymes, folktales, and fairy tales from reading or listening to them in class, he asks a mystery question to be thought about for a few days: “What is the most important number in nursery rhymes, folktales, and fairy tales?” (The answer is three or seven.) After a few days, the teacher asks students to dictate or write their answer. Later, after reading the answers, the students and teacher discuss the reasons for their answers.
- (E) After studying a unit on figurative language, including similes, students keep for a log in which they write or draw representations of similes they hear during the course of one week.
- (M) During a unit on colonial literature, students read Elizabeth Speare’s *The Witch of Blackbird Pond*. They study the figurative language used to describe the Caribbean culture in which the heroine is raised and the Puritan culture that she lives in later.
- (M) Students listen to and then study the lyrics of a popular song, such as “Bridge Over Troubled Waters.” They analyze the lyrics for figurative language, symbolism, and allusion.
- (M) Students review motor vehicle print ads for use of figurative language, symbolism, allusion, and connotations. They highlight examples of each with different colored pens and prepare to share their findings with the class.
- (S) After discussing their response to a work of literature such as *King Lear*, students select a passage to analyze for style. They do a close reading of the passage looking for stylistic techniques such as diction, syntax, and imagery.
- (S) Students select a motif or symbol within a novel, such as Forester’s *A Room with a View* or Crane’s *The Red Badge of Courage*, and trace its appearance and use throughout the entire work. Students then write an essay in which they identify, analyze, and interpret the significance of the motif or symbol in the literary work.
- (S) As part of a poetry unit, students review Emily Dickinson’s poetry and categorize the types of metaphors she uses. Students then write an essay based on their analysis.

## 25. Gather and synthesize data for research from a variety of sources, including print materials, technological resources, observation, interviews, and audiovisual media.

- (E) Students research the role of police officers in their community. As part of the research process, they plan to invite a local police officer to their class for an interview. They brainstorm ideas for a letter of invitation; questions for the interview; topics they must research before the interview; and print, visual, and electronic resources they can use to gain information. With prior permission from the police chief, some students volunteer to visit the local police station; others decide to follow local news accounts of the police officers. After the interview, groups decide whether to present their research as a skit, a short story, a cartoon, a poem, or a recruitment pamphlet and then prepare for their presentations.
- (E) As part of a unit on nutrition, students search a variety of sources for fictional and factual information about apples. These sources might include such tales as *Johnny Appleseed* and *Snow White*, advertisements, and informational articles about apple varieties.
- (E) Students use a variety of print, audio, and visual resources to examine a topic found in both fiction and nonfiction. They are guided to sort their information and categorize it as fact or fiction.
- (M) After reading examples of autobiographies, students plan to write their own autobiographies by first researching their family histories. In conducting this research, students collect and read family documents, interview older family members, and do an Internet search through genealogical archives. After gathering data from multiple sources, they write their autobiographies.
- (M) Using the library media center, students research a career in which they are interested. They also conduct an interview with someone in that field and spend half a day on the job. An oral presentation follows the research.
- (M) Middle school students research a topic relevant to their curriculum, such as marine mammals. They investigate a variety of sources to identify the habits, habitats, and travels of whales, dolphins, and porpoises. They then use their research as background for a fictional autobiography of a marine mammal, such as “My Life Story” by Willa the Whale. Student reports are bound together as a class project.
- (S) After completing a reading unit on troubled youths that included *The Catcher in the Rye* and *The Sound and the Fury*, students investigate a variety of resources to identify sources of problems between child and parent. The students also research how families have attempted to resolve these problems and what resources outside the home are available to families. They present their findings in five-minute segments for a video to be presented at the next PTO meeting.
- (S) Working in small groups, students select a literary movement (e.g., transcendentalism, romanticism, Harlem renaissance) and research its meaning and relationship to America’s literary heritage and to other artistic, scientific, religious, historical, and philosophical events and movements in the world. Results of the research may take the form of class discussion, oral projects, or an essay. (A recommended resource is Bernard Grun’s *The Timetables of History*, Simon and Schuster, New York, 1975.)



- (S) Students investigate community service projects being done in their town, elsewhere in New Jersey, or at other high schools around the country. They use a variety of resources to gather information. Once the reports are completed, students present them to the class. These reports may serve as an impetus for students to embark on a project of their own.
- (S) After reading a collection of articles on careers, students examine the graphic representations (charts and graphs) that accompany the text. For each graphic, they answer the following questions: What is the purpose of the graphic or chart? What information is offered by the chart or graph that is not provided in the written text?
- (S) Students read a major novel or play and then view a filmed version of it. They then write a review assessing the filmed version's fidelity to the text.

## 26. Understand the relationship between contemporary writing and past literary traditions.

- (E) Students read several examples of journey literature, such as *The Country Mouse*, *The City Mouse* and *In the Night Kitchen*. The students discuss the meaning of the journey and its effects on the participants. Next, they draw a picture of the main character from one of the stories before and after the journey. They then share their pictures and explain the different factors that influenced the characters as a result of the journey.
- (E) The teacher shares examples of stories represented pictorially in the caves of Lascaux, the Anasazi cliff dwellings, or the Egyptian tombs and encourages students to present their own stories in pictographs.
- (E) Students listen to contemporary ballads, such as "Puff, the Magic Dragon" and "Scarborough Fair," and to examples of older ballads read by the teacher. The class then discusses the similarities of and differences between the two types.
- (M) Students collect examples of nursery rhymes that they remember from their preschool days. They then research the history of some of these nursery rhymes to determine when they came into the culture and why.
- (M) As part of a history unit on the Western movement, students read *Shane* and then view a contemporary Western, such as Danny Glover's *The Buffalo Soldiers*. Afterwards, they create their own contemporary Western as a drama to present to the rest of the school.
- (M) Students listen to old tales of a journey, such as that of Odysseus in the land of Circes or Gulliver among the Lilliputians. Next, they view a contemporary tale of adventure, such as *Apollo 13*, and decide what qualities are necessary to create an interesting adventure tale. They also discuss the differences between a verbal and visual presentation of a journey. They then write a chapter or script for a tale of adventure.
- (S) After reading the work of a contemporary author, such as Toni Morrison, students discuss how her writing technique reflects styles developed in the past and expands on these styles. For example, they may discuss the relationship between her writing style and the stream-of-consciousness writing of James Joyce and Virginia Woolf.
- (S) After reading Steinbeck's *The Grapes of Wrath* and the Biblical texts of "Exodus" and "The Gospel According to Saint Luke," students discuss and assess Steinbeck's debt to the *Bible*.



- (S) Students read introductory paragraphs from several contemporary novels, such as Morrison's *The Bluest Eye* or Mukherjee's *Wife*. They then compare the openings with those of traditional works from another period, such as Hardy's *Tess of the D'Urbervilles* or Dickens' *David Copperfield*. Students read the opening paragraphs looking for what these works have in common and how they differ. Student examination includes consideration of such issues as diction, sentence structure, and imagery.

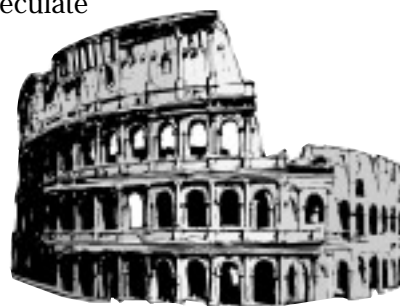
**27. Understand that our literary heritage is marked by distinct literary movements and is part of a global literary tradition.**

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- (E) The teacher reads samples of fables and folktales. Afterwards, the students identify characteristics of old folktales and fables, such as wishes, an evil character, and a happy ending. The teacher asks students to update one fable or folktale for a Language Experience Approach. They tell their stories, and she writes as they dictate. The students then label those parts of their tale that have characteristics of an old tale.
- (E) Students listen to myths from many different cultures and identify common elements and culturally distinct features.
- (E) Students examine the variety of ABC books that are available today. If possible, the library media specialist brings in examples or reproductions of ABC books used in previous centuries to discuss with the class. The library media specialist can also discuss methods of making books then and now.
- (M) Students examine a contemporary example of a horror story and an example of one from the 19th century to compare and contrast characters, events, and settings. Students then write a contemporary horror story to share with the class.
- (M) Students read limericks written by Edward Lear and Ogden Nash. They compare the purposes and techniques of the two authors and then attempt to write their own limericks.
- (M) A middle grades teacher shows students a sample of material from early readers, such as the McGuffey readers or the Scott Foresman *Dick and Jane* series. The class discusses how the content of these materials differs from what their teachers now use for reading instruction. Topics discussed might include language authenticity, children's activities, multiculturalism, family life, stereotyping of boys and girls. The students consider some of the reasons for the differences in the materials that are used for reading instruction today.
- (S) Students examine three tragedies from different eras, such as Sophocles' *Antigone*, Racine's *Phaedra*, and Miller's *Death of a Salesman*. They discuss how the characteristics of tragedy have changed over time and then construct a definition for contemporary tragedy.
- (S) Using a reference giving a chronology of America's literary heritage, students create a visual timeline showing distinct literary movements. Small groups of students then research the characteristics, authors, and literary works central to each movement, and that data is then added to the timeline.
- (S) Students read primary source selections from the Puritan period of American literature to note differences between ornate and plain style. Students then compare the Puritan plain style with the plain style of more recent writers, such as Ernest Hemingway. Comparisons may take the form of class discussion, oral presentations, projects, or essays.

## 28. Analyze how the works of a given period reflect historical events and social conditions.

- (E) Children listen to stories about George Washington, Benjamin Franklin, and Thomas Jefferson. Next, they discuss their understanding of this historical period and the ways in which the stories reflect the historical events and social conditions of the period. Then, in small groups they write scripts in which these three individuals meet for dinner at home, in a coffeehouse, and at war headquarters. The students share their scripts with the class.
- (E) After reading tales about Cinderella, Sleeping Beauty, and Rumpelstiltskin, students discuss the common elements portrayed in the tales and speculate about the social conditions that gave rise to these tales.
- (E) As part of a unit called “Then and Now”, students study pictures of ordinary life from two different periods and discuss the differences between the two periods. Then, one group of students collaborates to create a story for the historical pictures, and the other creates a story for the contemporary pictures. The two groups exchange stories and read them.
- (M) After reading Virginia Hamilton’s *House of Dies Drear*, students research the underground railroad as a 19th-century institution and study people such as Harriet Tubman. Then, in a visual or verbal presentation of their findings, students analyze the accuracy of Hamilton’s descriptions of the events and conditions of this period.
- (M) After reading the works of an author such as S. E. Hinton, students read nonfiction accounts of the period in which the works were set to learn about the social conditions of the time. Students discuss the accuracy of the fictional portrayal and examine other genres of the period (poetry, musical lyrics, etc.).
- (M) Using filmstrips, CDs, the Internet, and any available archives, students research the Civil War and write an analysis explaining the relationship between at least one literary work, such as *Across Five Aprils*, and the historical events and social conditions of the period.
- (S) In preparation for hosting a Victorian Tea, students studying Victorian literature visit the library media center to research aspects of daily life during Victorian times. Some of the research topics include etiquette, costume, music, and daily life. Informed by their research, the class then prepares a Victorian Tea to which they will invite another English class.
- (S) Groups of students reading *The Odyssey* visit the library media center to investigate the religious and cultural aspects of life in Ancient Greece. Each group then makes a panel presentation to the class, highlighting parts of the epic that mirrored cultural mores.
- (S) Students reading Chaucer’s *The Canterbury Tales* conduct research in the library media center for information on heraldry and genealogy. They then create a family crest to depict their own personal qualities and family history.
- (S) Students conduct a mock interview of Atticus Finch about his views concerning race relations in his community and the impact of race relations on the trial in Lee’s *To Kill a Mockingbird*. He is also asked to envision race relations in the year 2010.



## 29. Understand the study of literature and theories of literary criticism.

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- (E) After students have read several stories (picture books or storybooks), the teacher discusses several themes, such as people protecting their environment, animals helping people, and people helping each other. She then gives the students a collection of previously read stories and asks the students to sort the books according to themes. Each student picks out two pairs of books according to theme and draws a picture to illustrate the common theme in each pair. The students must then explain their decisions.
- (E) After a class discussion of the relationship of artwork to text, students select examples of both successful and unsuccessful illustrations. Students then share and discuss their selections with the class.
- (E) Students read several tall tales about such folk heroes as Paul Bunyon and John Henry. Then they analyze the role of women in the tales and discuss why these tales focus on white men. Next, students pair off to write tall tales involving African Americans, Native Americans, and women. After presenting their tales to the audience, the students discuss why traditional tall tales seem to focus primarily on white men.
- (M) After students read Mark Twain's *The Adventures of Tom Sawyer*, the teacher explains the following schools of literary criticism: historical, biographic, and sociological. The class breaks into three groups to analyze the novel according to one of the schools. Each group presents its analysis to the class.
- (M) After students have become familiar with various forms of humor (satire, irony, parody, jokes, and riddles) through guided reading and personal reading, they form cooperative groups to critically review the impact of humor in a given piece of literature. Students then create a project that demonstrates humor in their chosen book and explain the effectiveness of the humor.
- (M) Using award-winning novels (e.g., Newberry or Caldecott) from the library media center, students select, read, and analyze a text to determine the reasons for the book's award. Prior to their reading, the teacher presents the criteria for the respective book awards to guide students toward understanding the role of criteria in judging the book's qualities. When students have completed their reading, they discuss their analyses in a whole-class discussion.
- (S) Students analyze Henrik Ibsen's *A Doll's House* as a psychological drama. They are asked to support or dispute this classification, referring to specific passages or quoting directly from the text.
- (S) Students use secondary sources, both print and electronic, to locate criticism on a poem from the Romantic era. Students then make a presentation showing how the poem reflects romanticism.
- (S) Students select an author and search for reviews of that author's work that were written by his or her contemporaries. Students then discuss whether the criticism of the work made at the time it was written would still be made today. (Resources for this activity include *Contemporary Literary Criticisms* and *Discovery Authors*.)
- (S) After researching and learning about various schools of literary criticism (e.g., moral, sociological, psychological, archetypal, and formal schools), groups of students analyze a novel, such as Edith Wharton's *Ethan Frome*, from the standpoint of one school of criticism. Student groups then represent their schools of criticism in a class discussion of the novel.

### 30. Understand appropriate literary concepts, such as rhetorical device, logical fallacy, and jargon.

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- (E) The teacher shares examples of jargon from current ads for toothpaste and cereals with students and helps them pick out statements that cannot be verified empirically but can excite audiences. The teacher and students then design a print or video ad for gym class that accomplishes an analogous purpose. Working in pairs, students design ads for clothing, athletic equipment, or games.
- (E) Students share the language of playground games, such as “Simon Says,” “Red Rover,” and jump-rope rhymes, and discuss the language devices used to play these games.
- (E) After reading several pattern books, the students discuss the effects of repeated linguistic devices in such stories as *The Gingerbread Boy*, *Chicken Little*, and *Goodnight, Moon*.
- (M) As part of a unit on “Heroes through Time,” the teacher reads descriptive passages about heroes such as Aeneas, Achilles, King Arthur, Horatio Alger, and Superman. The students discuss the use of rhetorical devices, logical fallacy, and jargon in these descriptions. Then they create their own hero using the same techniques.
- (M) Students read self-selected articles on recent baseball, football, or basketball games or reviews of current movies. They then identify the use of language particular to that sport or to the cinema in an oral report to the class.
- (M) The teacher directs students to read a chapter of their novel for homework. In addition to focusing on the chapter’s main idea, students identify jargon using removable notes to indicate the location of the words or phrases they find. In their reading journals, students record examples of the jargon along with explanations for each one. Students then share their selected words or phrases in small groups, giving reasons for their choices. Afterwards, they compare their findings with the entire class.
- (M) As an alternative to the traditional book report, students create an advertisement (e.g., a poster or a print or TV ad) of their favorite novel by using sales jargon to grab the reader’s attention and to promote the book.
- (S) Students investigate the concept of the hero in epic poetry and make a poster or chart displaying the hero’s characteristics. The poster will be used as a visual while each student makes an oral presentation.
- (S) After reading Jonathan Swift’s *A Modest Proposal*, students analyze the essay for irony and locate passages in which the author says the opposite of what he means.
- (S) Students read and analyze selections from Ernest Hemingway’s *A Farewell to Arms*, with particular regard to such features as figurative language and euphemism.

### 31. Understand the effect of literary devices, such as alliteration and figurative language, on the reader's emotions and interpretation.

- (E) After reading Gerstein's *Roll Over!* and remarking on the repetition, students create their own contributions, which are assembled with others in a class book.
- (E) After reading a humorous text such as *Green Eggs and Ham*, students discuss what language devices Dr. Seuss used to create humor in his texts.
- (E) Students listen to a recording of Ogden Nash reading his poetry. As they listen, they respond to the experience, drawing pictures that reflect their emotions.
- (M) The teacher reviews a variety of examples of figurative language such as "I have a frog in my throat." Students select one to illustrate (verbally or visually) in a literal interpretation.
- (M) Each student creates a poem, using the letters of his or her first name to create a metaphor. The name *June*, for example, becomes

*Just leap over the sun to rest with me  
Until you decide to delve the dark side of the moon.  
Never will I negate you  
Even when the universe is done.*

- (M) Students create a collage in response to a poet's use of language, images, and ideas.
- (S) As students read the play *Romeo and Juliet*, they keep a journal of Shakespeare's use of metaphor (e.g., "Juliet is the sun" and "the very center of Romeo's universe") and other figurative language, making sure to note how each example affects their feelings and interpretations.
- (S) While listening to songs by such composers as Paul Simon or Paul McCartney, students list favorite images suggested by the lyrics. They later compare and discuss their images with those of other students to see how language can evoke a variety of unique responses.
- (S) After reading and discussing a poem, students read the poem a second time, paying close attention to sound devices used, including alliteration, onomatopoeia, assonance, and consonance. They then write a paper exploring how these sound devices help to support the meaning of the poem.

### 32. Understand the range of literary forms and content that elicit aesthetic response.

- (E) Students read the big book version of Belanger's *My Dog* after the teacher walks them through it. They learn the song from the accompanying tape and add it to their growing repertoire of choral poems and songs to practice during the year. The teacher subsequently uses the text to teach several phonics and skills lessons but never lets students forget the fun of the song.
- (E) After listening to a short story, students write a poem or draw a picture based on the story. They then share their responses with the rest of the class.
- (E) After students hear several examples of lyrical poetry, they create musical or visual responses to their favorite example.
- (M) After reading Katherine Paterson's *Bridge to Terabithia*, students select a musical passage that best illustrates their feelings about the story.
- (M) After reading a short story or listening to one read by the teacher, students write a poem based on the story. Later, they share their poems with the class and explain the relationship of their response to the story.
- (M) Students keep a literature log that reflects their comments, questions, new ideas, and responses as they progress through a novel. The literature log may be in folder form, a three-ring binder, or any other convenient, easily accessed packet.
- (S) Students locate a piece of art that expresses a theme found in a poem or short story and explain in a brief essay why they made their selection.



- (S) Students select a poem from the Romantic Period and list the images or words that prompt an emotional reaction. After scanning their list of responses, they illustrate the response that is strongest or most insistent.
- (S) After a unit on the variety of poetic forms, ranging from the epic to the ballad to the haiku, the teacher asks students to write down their preferred form along with one or two reasons for their choice and to submit the paper with their name on it. The teacher then makes up teams of two or three based on similarity of choice. Each team is to find at least three additional examples of its preferred poetic form and prepare a visual, musical, or verbal presentation for the class. Each presentation should include activities that allow the class to analyze the work for characteristic features of the form and content and to compose a visual, verbal, or musical response to the team's poetic selection.
- (S) Students read a scientific article by Stephen Jay Gould, Loren Eiseley, or Carl Sagan. Then they discuss whether such nonfiction writing, though scientific, can also evoke aesthetic response.

## VIEWING

### STANDARD 3.5 ALL STUDENTS WILL VIEW, UNDERSTAND, AND USE NONTEXTUAL VISUAL INFORMATION.

**Descriptive Statement:** In the language arts literacy classroom, students learn how to view in order to be able to respond thoughtfully and critically to the visual messages of both print and nonprint. Effective viewing is essential to comprehend and respond to personal interactions, live performances, visual arts that involve oral and/or written language, and both print media (graphs, charts, diagrams, illustrations, photographs, and graphic design in books, magazines, and newspapers) and electronic media (television, computers, film). Students should recognize that what they speak, hear, write, and read contributes to the content and quality of their viewing.

#### CUMULATIVE PROGRESS INDICATORS:

##### 1. Use speaking, listening, writing, and reading to assist with viewing.

- (E) In small groups, students look at photographs of the western frontier and discuss their impressions in preparation for reading *Little House on the Prairie*.
- (E) In preparation for viewing a pop-up book, such as *Haunted House* by children's author, Jan Pienkowski, students talk about some of their favorite pictures in stories they have enjoyed.
- (E) Students discuss whether sound is important when they watch television. As an expression of their viewpoint, they join with others who share their perspective to test their theory. Depending on student opinions, one group will only view the television program, a second group will view and listen to the sound track, and a third group will simply listen to the sound track without viewing any portion of the program. Afterwards, students compare and discuss their experiences and conclusions.
- (M) After students listen to and view Kristin Joy Pratt's *A Swim through the Sea*, each student works with another alphabet book, such as *Anno's Alphabet* by Mitsumasa Anno, to develop a question that invites the reader to connect with the text in a personal way.
 
- (M) To prepare for videotaping interviews with longtime community residents, students research the history of the region through their library and on the Internet. They then interview older citizens to obtain personal histories. After viewing the tapes, small groups write one-act plays depicting the events described and perform the plays for their class.
- (M) Students read a script of a Gilbert and Sullivan operetta, such as *The Mikado*, in preparation for viewing a live production. Follow-up includes discussion about ways in which the reading facilitated the viewing experience.
- (S) As part of an American history unit, students read about and discuss the many battles of the American Revolution. Then, working in small groups, they create a map of the 13 colonies and label and date the location of each of the battles.
- (S) After reading a novel, such as *Like Water for Chocolate* or *The House on Mango Street*, students view illustrations, films, and artifacts that demonstrate how quilts have been used to celebrate and commemorate individuals. They then construct their own quilt based on scenes representative of the novel.

- (S) As an introduction to a new genre, magical realism, students view works of art by artists such as Frieda Kola. They then discuss the combination of the imaginary and the real. The importance of this combined symbolism in Latino cultures is also discussed before students begin reading examples of the literature.

## 2. Demonstrate the ability to gain information from a variety of media.

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- (E) After reading several stories from *The Magic School Bus* series, students prepare to create their own version that will be based on a tidal pool habitat. Working in pairs, students write a three-page report on a given topic, using at least three forms of media to complete the project.
- (E) During a social studies unit on homelessness, students write a journal entry expressing their thoughts on the subject. They include details they have learned from reading their textbook, newspapers, and magazines; working on the Internet; and viewing the *Reading Rainbow* episode, “Fly Away Home.”
- (E) After reading the traditional tale, *Beauty and the Beast*, students watch the movie of the same title. Teacher and students then compare and contrast the two texts using a Venn diagram. A follow-up discussion focuses on students’ understanding of the story and how that understanding was influenced by the two versions.
- (M) Students are studying biographies of contemporary writers, such as Judy Blume and Robert Cormier, whom they have enjoyed reading. They use the Internet to obtain more information about these authors and locate photographs of them either on-line or in magazines or newspapers. Information is compiled into a report.
- (M) During the study of a tidal pool habitat, student pairs research a particular organism living in this habitat to identify its adaptations. Students use trade books such as *Life in a Tidal Pool*, *National Geographic* magazines, CD-ROMs, and an encyclopedia. After reading for information and viewing photographs, pictures, and diagrams, student pairs collaboratively write a paragraph explaining the organism’s adaptations and then create a papier mâché model of the organism. The models and descriptive paragraphs are exhibited on a tidal pool display table.
- (M) Using newspapers, magazines, and books or accessing information on the computer, students research the themes of a major cartoonist, such as Johnny Hart or Charles Schultz. They then write a letter to the cartoonist, responding to and expressing their opinion of the artist’s work.
- (S) Students participate in a unit on “Learning about Ourselves.” Using a variety of multimedia sources, they investigate an aspect of today’s youth as reflected in music, fashion, popular literature, language, sports, and television programming. On the basis of their research, they draw conclusions about their generation and mount a display that supports their findings.
- (S) After reading *Macbeth* or another play, students view a film version or a live production of the text and compare their interpretation of the text with the performance. Students then use an interactive CD-ROM that analyzes the text and presents interactive activities.
- (S) Students visit an art museum or look at slides of art from a certain period of history. They discuss how these works convey some of the ideas they have encountered in stories and novels that were set in that same period. They also consider how the visual and textual information presented influences their understanding of the period.

### 3. Articulate awareness of different media forms and how these contribute to communication.

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- (E) In preparation for reading *Sarah, Plain and Tall*, students look at a picture book of prairie life and write a class statement of their observations from the visual text. Next, they view a film strip about prairie life and summarize what they learn from their viewing. Then they read MacLachlan's book. Following their reading, students write commentaries on the events of the story and share their commentaries in small groups. Each group discusses the types of information communicated and student responses to the three text forms.
- (E) Students create a classroom gallery of artifacts, photographs, and creative works that best represent the class. For each item displayed, students write a statement explaining why the artifact or creative work was chosen for the gallery and what each item communicates about the group.
- (E) After reading *The Indian in the Cupboard*, students identify and chart the key events in the story before viewing the film of the same name. They then compare the two versions of the story, using a Venn diagram or Comparison/Contrast Box to illuminate the distinctions and common aspects of the two media.
- (M) In preparation for forming a learning partnership with their peers in another country, such as Japan, students read literature, news and feature articles, and encyclopedia entries; view maps, demographic charts and graphs, and videos; and use the Internet to locate information about the country. Students then discuss their methods of research and compare the different kinds of information they obtained from each source.
- (M) After reading a literary work with strong characterization, students work in small groups to identify and prepare a scene that they will mime for the class. In preparing their scenes, students identify and practice gestures, facial expressions, and blocking to convey the nature and role of their character in the scene. After each group presents its scene, the other students discuss what they saw and identify the scene and characters presented.
- (M) Students read instructions for performing a certain task, such as constructing a website, before viewing an instructional video that demonstrates that same task. Students then discuss the advantages and disadvantages of the two forms of communication.
- (S) Students study a photograph of a noteworthy individual whom they will not immediately recognize. They write a brief description or characterization of the individual. Next, students read a biography or autobiography of that person. Then, they read and/or view a work (e.g., speech, poem, performance, or sculpture) by the individual. Finally, they write an analysis of the information inferred from the photograph and the work and relate the information to the biographical text they have read.
- (S) After reading Jonathan Edwards' *Sinners in the Hands of an Angry God*, students study pictures from the colonial period and discuss the impact of the artwork on their understanding of Edwards. Then they read Arthur Miller's *The Crucible* and discuss how Miller's interpretation agrees or disagrees with their interpretation of Edwards' piece.
- (S) Students read *Consumer's Reports* and *Car and Driver* to compare the information available from these two periodicals with information from the Internet. After conducting this research, students discuss the different types of information from these communications media. They bring in ads and discuss features of the resources that are conveyed in the pictorial representation of the car.

#### 4. Articulate information conveyed by symbols such as those found in pictorial graphs, map keys, and icons on a computer screen.

- (E) Students review a newspaper's list or table of tonight's television programs to determine how they would spend one hour of television viewing. After making their selections, students meet in small groups to discuss the schedule of programs and identify the features on the page they used to help them determine what program(s) to watch.
- (E) Students locate and cut out examples of graphic representations that accompany text in newspapers and magazines. After collecting many examples for their research, students sort the representations by type (e.g., graphs, charts, drawings, and photos); count and compare the number of examples in each category; and discuss the distinctive features of each type of graphic. Then students divide into groups to search for articles that make use of their assigned type of graphic. They discuss in groups and then with the class how the graphic conveys information in the article.
- (E) Students in an upper elementary class construct hypertext stacks. To do this, they need to encode and decode pictographic information such as the designations for home stack (house icon), direction (arrow icons), and movement within the stack (button icons).
- (M) In connection with a mythology unit, students study the development of ancient cities. They look at variety of maps (political, topographical, and geographic) of a given area. Using the symbols on the maps, they interpret why the population center developed, considering terrain, climate, altitude, waterways, and seaports. After class discussion, students work in small groups with a teacher-created map featuring an imaginary country and standard symbols designating the location of natural features such as mountains and rivers. Students decide where to place major population centers.
- (M) Students locate news articles with accompanying graphs and charts illustrating concepts presented in the articles. They then prepare and deliver a brief presentation explaining the information conveyed in the visual components of the article. These talks also include discussion of the types of graphic representations used, reasons why the information represented graphically is key to the article, and explanation of why these particular types of graphics were appropriate for conveying the information visually. Students then identify an additional piece of information or an idea that could be represented and draw the graphic for it.
- (M) Students identify and collect examples of familiar logos and symbols, such as those for Nike, McDonalds, and television networks. After collecting a large sample of these, students work in small groups to identify the message intended by the symbols. Through large-group discussion, students develop categories for the types of messages in their sample and sort the symbols by the type of message conveyed.
- (S) Each student selects an icon from a computer program, such as *WordPerfect* or *Word*, and prepares and delivers a brief presentation to the class about the function represented by that icon. Students then identify a function for which the computer does not have an icon. Each student designs an icon for one of the features not included on the toolbar.
- (S) Students research various sources to locate symbols in a variety of disciplines (e.g., mathematics, physics, chemistry, biology, and social studies) and contexts (e.g., patents, copyrights, technical manuals, cookbooks, magazines, and newspapers). They then write brief summaries explaining what the symbols represent and the function of those symbols in the sources they used.



**Public Television**

- (S) Students identify acronyms used in various contexts (e.g., trade names, historical treaties, government programs, etc.), research the acronyms, and explain what each acronym stands for.

## 5. Respond to and evaluate the use of illustrations to support text.

- (E) After viewing a film or video, students write journal entries and draw pictures in response to what they have seen. Their journal entries, which they will share with classmates, may include a summary of the story as well as their thoughts and feelings about it. Students then meet in pairs to share what they have written and drawn and to identify information and/or ideas that they learned as a result of sharing.
- (E) After reading several books or stories by an author/illustrator (e.g., Eric Carle, Chris van Allsburg, or Roy Gerard), students brainstorm with the teacher the defining characteristics of the illustrator's work. These ideas, recorded on the board, serve as the basis for a discussion of how the illustrator used pictures to support the text.
- (E) After listening to the story of *Peter and the Wolf*, students listen to a passage from Prokofiev's work by the same name and draw a picture of the scene conveyed by the music. Afterwards, they view artists' renderings of that scene. They then compare the different representations of the tale.
- (M) Students compare current magazines, including *Time*, *People*, *Ebony*, *Sports Illustrated*, and *National Geographic*, to note the types of advertising in each. Students make a chart of the advertising features in each periodical, including object or service being promoted, type of appeal made, proportion of art to words, image (visual and verbal) presented, and vocabulary used. Students then write an explanation of differences between the types of advertisements in the magazines.
- (M) Students study caricatures of prominent 20th-century Americans by such artists as David Levine or Al Hirschfield and write responses to the caricatures, noting their thoughts, impressions, and feelings. Next, students locate photographs of these prominent individual in books, magazines, and newspapers and on the Internet. Working in pairs, students list the features in the photographs that were illuminated or highlighted in the caricatures. Students use their lists and written responses as they discuss how each caricature affected their impression of the individual.
- (M) Using a daily newspaper, students observe how news photographs, graphs, maps, tables, and cartoons enhance text. They then write a news story based on a piece of literature they are reading and illustrate it with a variety of visuals, such as graphs, maps, and drawings.
- (S) Students examine current issues of such magazines and newspapers as *Money*, *Wall Street Journal*, *Newsweek*, *The Star-Ledger*, *USA Today*, *Good Housekeeping*, *Vanity Fair*, and *New Jersey Monthly Magazine* to determine the type of audience for which each periodical is geared. Next, students work in small groups to identify the features of the periodicals (e.g., length of the articles, types of articles, use of graphics, proportion of graphics to written text, and advertisements) that they used to identify the audience of the periodical. Finally, students search the Internet for demographics on these periodicals to confirm or refute their conclusion and report their findings back to the class.



- (S) Students study and interpret a political cartoon from the past, such as a work by Thomas Nast or Walter Appleton Clark. Once the intent of the cartoon is clear, pairs of students work together to modify the cartoon to fit a contemporary figure or situation. The pairs then exchange their modified cartoons. Each pair explains (orally or in writing) the essence of the new cartoon.
- (S) Students locate a book in which the central idea or theme is conveyed through photographs and supported by written text. Students study the photos and accompanying text to identify the photojournalist's perspective on the topic, mood, and key ideas. Then, students write a reflective response evaluating the photojournalist's representation of the topic.

## 6. Recognize and use pictorial information that supplements text.

- (E) Before reading a story, such as one from Arnold Lobel's *Fables*, students view and discuss an overhead transparency of the illustration that precedes or accompanies the story. As the students observe and identify different features of the picture, the teacher notes these observations on the board. After students read the story, they compare their observations with their responses to the fable.
- (E) Each of three groups performs a given task described in a selection of everyday text that explains how to do something (e.g., how to tie-dye a T-shirt or how to make an origami bird). Without viewing the illustrations, one group of students reads the selection and then attempts to use the written instructions to perform the task. The second group studies the illustrations and uses these as their sole guide to performing the task. The third group, with access to both the written and pictorial text, attempts to perform the same task. Afterwards, the students compare their experiences with the different versions of the instructions.
- (E) In conjunction with a class reading of Judi Barrett's *Cloudy with a Chance of Meatballs*, students look at a chart of nutritional values of different foods. Based on the information, they select and plan healthy foods for breakfast, lunch, and dinner on a given day.
- (E) Before listening to a poem, such as Shel Silverstein's "Hector the Collector," students study the poet's line drawing for the poem to predict the poem's central idea and imagery.
- (M) Students examine illustrations cut out from magazine articles to predict or determine what the article is about. Then, students read the article and compare their predictions with the substance of the article.
- (M) Students compare advertising for a particular type of product on the radio, television, and Internet and in newspapers and magazines. Points for analysis include the following: How do these media differ? How are they alike? When a visual image is not possible, as in radio, how does the advertising differ? How do moving images affect the message as compared with stationary ones?
- (M) Using one of Russell Freedman's photobiographies, students propose questions that might be evoked by the photographs, yet not answered by the text.
- (M) Students review a chapter of their science text to identify three graphic representations that are essential to their understanding of the content. They write brief explanations justifying their selections that they then share in small groups. Through discussion, students note points of agreement and disagreement. Afterwards, they report to the whole class. These reports may be charted to show their similarities and differences.

- (S) Groups of students collect two magazine articles with accompanying illustrations. Each group makes a list of the illustrations for its articles, cuts the illustrations, and places them on a large table or tacks them up on a bulletin board where they can be retrieved later. The groups then exchange articles with each other, read the articles, and select those illustrations from the bulletin board that are graphic representations of information in the articles they have read. Students use the lists made earlier to verify their decisions.

- (S) As part of an independent reading project on the Depression, students might read George Ella Lyon's *Borrowed Children* or Arvella Whitmore's *The Breadwinner* and research pictorial images in such sources as *Let Us Now Praise Famous Men* or the photographs of Dorothea Lange. Each student selects two or three photographs to share with the class.



- (S) After reading a biography or an autobiography, such as Russell Baker's *Growing Up* or Margaret Mead's *Blackberry Winter*, students prepare a pictorial essay about that person's life. They conduct research on the demographics, economy, and social conditions of the period; create charts and graphs; and select photographs to include in an oral presentation.

## 7. Use symbols, drawings, and illustrations to represent information that supports and/or enhances their writing.

- (E) Students create a chart of common proofreading and editing symbols to display in their classroom and use throughout the year as they work on drafts of their own writing. As they learn additional symbols, they add this new information to their chart.
- (E) Students write an adventure or mystery story that takes place in their community. These stories should include descriptions of the setting but should not identify where the main event takes place. Students then create a map of their story journey, using symbols that represent houses, other buildings, parks, roads, and points of interest along the route. After completing their maps, students display them on the board. As students read their story aloud, the class tries to match the maps to the stories.
- (E) After studying the Leni Lenape, students use their knowledge of the Lenape's use of story belts to depict the main events of a story they have read. Using butcher paper crumpled to represent leather, students design their own pictographic representations that tell the story. Then in their own words, they write explanations that translate the pictographic version of the story.
- (M) After reading self-selected novels, pairs of students present a Siskel and Ebert type of review of their independent reading, using photographs, drawings, and artifacts to represent key elements of the story.
- (M) During a unit on Chinese history, students work in small groups, with each group assuming responsibility for studying a different dynasty and its architecture. Gathering photographs and designs from texts and the Internet, each group prepares an oral report supported with visuals on the group's dynasty and architecture.
- (M) After reading Lois Lowry's *Number the Stars*, students discuss the many levels of significance of the Jewish star in that story. Next, they conduct research on symbols and artifacts that have special significance to different cultures and religions. Students then write individual reports on what they have learned about the role of symbols in different cultures.

- (M) Students conduct research on symbols and artifacts that have significance to different cultures and religions. They provide descriptions for selected symbols and develop catalogs by culture or religion or by categorizing symbols across cultures and religions.
- (S) After reading and viewing *Griffin and Sabine* materials, students, working in small groups, create and illustrate their own visual and verbal correspondence with a mystery character that they have selected from a novel or play the class has read or seen. The groups share their correspondence with the class, and students guess to whom the group has written.
- (S) Students locate ads and commercials that specifically target either males or females. They cut out the ads from magazines and newspapers or tape television commercials, which they evaluate in the classroom for gender-specific messages. Class discussion should reveal how and why depicted images are positive or negative influences on people.
- (S) Before students read a piece of informational text, they think about what they are going to learn, their purposes for reading, what they might already know about the topic, and other texts they may have read or viewed that might relate to the text. Then, working in pairs, students survey the article and construct a prediction map using the subtitles, highlighted words, and graphic information to predict what information they will find. Each member of the pair should have a copy of the map. Students then work individually to identify areas that are unfamiliar or unclear prior to reading. While reading, students work with their maps, adding words or phrases to explain the new or extend the known concepts. Finally, students write a reflective response in which they discuss and evaluate their use of the map as a reading and writing tool.

**8. Use simple charts, graphs, and diagrams to report data.**

- (E) Students in a fourth-grade class have been keeping track of the number of students who took a bus to school each day during a four-week period. The students record the following instances:

Week #1	Week #2	Week #3	Week #4
5 6 8 9 6	2 3 4 5 4	2 5 3 5 6	1 7 8 6 9

Their teacher then shows them how to display their collected data using a stem-and-leaf plot.

Stem	Leaves
1	1
2	22
3	33
4	44
5	5555
6	6666
7	7
8	88
9	99

The teacher shows students how to read this visual data and explains to them that the first digit of a number is the *stem*. The rest of the number is the *leaf*. Students in turn use the stem-and-leaf plot in order to consider the mode (the number most frequently occurring) and the median (the middle number that separates the collected list).

- (E) Students studying the life cycle of a plant measure the growth of a bean plant daily and prepare a graph to show the change observed over time.
- (E) Students create graphs based on peer information, such as birth months, states in which students were born, number of books read by each student. The data are compiled into a class album that is kept on display. Students periodically add new information, such as numbers of children who participated in various weekend activities.
- (E) In a fourth-grade study of New Jersey, cooperative learning groups develop charts, graphs, and diagrams to represent various geographical facts concerning New Jersey regions. For example, population figures of major New Jersey cities may be used to generate a bar graph to compare city populations. New Jersey population growth throughout the 1900s may be researched and recorded on a line graph. The state's natural resources may be researched and then represented on a map.
- (M) In class discussion, students identify issues for which there are several points of view. Cooperative groups then select one of these issues to research, and each group develops a survey, identifies groups to be surveyed, and gathers data. Afterwards, each student develops a report based on the data and includes student-selected visual formats for presenting the data.
- (M) Students look at reference material to locate other uses of timelines, such as recording events that occurred during the Paleozoic era. They then make timelines of the important events in their lives.
- (M) After they read *What My Sister Remembered* by Marilyn Sachs, students make a diagram charting the relations among all the characters in the novel.
- (S) In groups, students create their ideal teen TV schedules. They discuss how to schedule programs for different parts of the day and which programs should compete with each other. Their final schedule is for one week, for at least three different channels.
- (S) Students create a hierarchical array to illustrate the relative importance of particular events in a play or a novel. This visual display enables students to think critically about the events and to see their relationship to each other.
- (S) Students review classified ads in newspapers for the types of jobs they think they might someday enjoy. They develop a criteria chart containing information, such as education requirements and skills needed, and keep records of the requirements necessary for particular types of jobs. After they study ads for several weeks, they write an essay in which they discuss the conclusions they are able to draw from their data.

## 9. Distinguish between factual and fictional visual representations.

- (E) Following the viewing of the *Reading Rainbow* episode, “Bringing the Rain to Kapiti Plain,” students and their teacher compare the weather folklore presented in the feature story with the factual weather information presented in the experiential segment of the program.
- (E) Students learning about bears compare illustrations from the fiction and nonfiction books that they have read or that have been read aloud to them to determine whether each illustration shows factual or fictional bears. They name the identifying characteristics that help them make their determinations.
- (E) After reading about the Arthurian legend, students view segments of both Disney’s *The Sword in the Stone* and *Excaliber*. They then work in groups to find similarities and differences between the animated and live-actor versions.
- (M) During their study of the Civil War, students compare photographs of the period and illustrations from fiction to determine the artists’ attitudes toward war.
- (M) Students review some of the books in the *Getting to Know the World’s Greatest Artists* series in which cartoons, photos of artwork, and other realistic photos are incorporated. Students discuss the impact each type of visual might have on the reader and why the authors chose particular types to accompany particular texts.
- (M) Students view *The Red Balloon* produced by Brandon Films but do not see the final episode. Then they create their own endings and compare them with the original one. They discuss which endings could really happen and which might be fictional.
- (M) Students keep a two-column record of their viewing. For each movie, television show, or commercial viewed, they take notes identifying “The Real” (column 1) and “The Unreal” (column 2). Following each daily record, students write a brief note indicating what was missing that would have made each show or commercial more realistic. Class discussion focuses on the impact of deviations from the real.
- (S) Students discuss current popular movies they have seen, focusing on plots, themes, etc. Small groups then select one movie for discussion. Students consider whether the film portrays life as it is or as we would like it. They then write a short report in which they reflect on the film’s view of reality. Each group presents its findings to the class.
- (S) After they study political cartoons, students compare one cartoon with a factual account of the cartoon’s topic. They discuss the impact of each cartoon on the reader and note particularly effective elements of each. They then read another factual news account and create or discuss how they would create a political cartoon based on the same topic.
- (S) After reading and discussing *A Streetcar Named Desire* by Tennessee Williams, students view the film. In a comparative analysis of the play and the film, the students conduct research on the 1950s, keep a record of the visual details that would need to be modified if the play were set in this decade, and discuss their findings. Next, groups of students select a film or TV program they have seen recently and together develop a list of visual modifications that would need to be made if it were set in the 1950s.



**10. Take notes on visual information from films, presentations, observations, and other visual media, and report that information through speaking, writing, or their own visual representations.**

- (E) The teacher directs students watching a science-based *Nova* videotape to jot notes on a 3 x 5 index card as they watch. They are to record what parts they find interesting, remarkable, or strange. When the episode concludes, students are encouraged to review their notes and respond to the question, "What stood out for you?" in a discussion with their classmates.
- (E) Students take notes from the computer while they use software programs that provide information about topics being studied in science. For example, students researching the ocean or rainforest may find the *Imagination Express* materials useful. Before starting their research, students write questions they have about the topic on index cards. The notes they take answer their questions and include both prose and illustrations.
- (E) Students listen to or read a number of fairy tales. They prepare to build models of castles by making use of such references as Macauley's *Castle* as well as material they can view on the Internet.
- (M) As they view a TV sitcom, students take notes on different aspects of the program, including setting, costumes, and props, and the contribution of these to the total effect. These notes will serve as the basis for an oral report.
- (M) Students discuss particular TV characters or sports celebrities they enjoy watching and discuss the qualities they find appealing. They then view a program with that character or personality and take notes on the individual's appearance and actions that confirm opinions shared during the previous discussion.
- (M) After reading an "An Occurrence at Owl Creek Bridge," students watch the video of the short story. The director of the film was required to tell the story that takes place inside a man's mind before he is hanged, a sequence that actually occurs in a matter of seconds. Students study the film to note how the order of the shots on film tell the story in a compelling manner and discuss how this order varies from the sequence in the short story.
- (S) Students watch a favorite TV show or read a story that contains considerable dialogue. They list examples of ritualized communication that are evident, such as waving, saying "hello," or raising an eyebrow. Students share findings with the class and discuss the effects and purposes of such ritualized communication.
- (S) Each student selects a self-help topic (e.g., career success, healthful living, weight loss, or defying one's age) to study in terms of how it is visually portrayed in magazines. Students create a collage of the ads they have found on the topic and write a commentary about the conclusions that can be drawn from the ad content and design.



- (S) Students examine at least ten print ads, studying each for surface features, such as product design, ad layout, and graphics. Then they look for cultural themes and messages, such as gender roles, social class values, stereotyping, and lifestyle differences. Finally, students write an essay in which they discuss how advertisers use visual form to express some of these themes. For each generalization made, students cite references to at least three print ads.

## 11. Recognize and respond to visual messages of humor, irony, metaphor.

- (E) Students discuss drawings that accompany some nonsense poems their teacher has read to them, such as those of Shel Silverstein or Mother Goose. They comment on whether they believe the drawings are as humorous as the poems, and what makes the drawings humorous.
- (E) After they study idiomatic expressions, such as “kick the bucket,” students draw pictures of literal interpretations of them. The class takes turns identifying the expression each student has drawn.
- (E) Students read *Stellaluna* by Janell Cannon or listen to a read-aloud of the story. They discuss the improbability of the events as depicted in the illustrations. They then imagine other humorous situations in which Stellaluna might have found himself and draw pictures of how such situations might appear.
- (E) After reading *Dominic* by William Steig, students discuss ways in which the little toy puppy might symbolize things Dominic is missing in his life. They also discuss Dominic’s different adventures and other ways of interpreting the characters he encounters along the way.
- (M) Students bring in birthday cards, holiday cards, or other messages they have received that they feel are humorous. The class discusses what makes them funny.
- (M) After students read or listen to *Mufaro’s Beautiful Daughters* by John Steptoe, the teacher has them consider ways in which the artwork reflects the contrasts between the daughters in the story. Students learn how the visual form can be used as a reflection of story theme.
- (M) Students look at a poster of New York City, drawn from a Manhattan resident’s eyes. In it, Manhattan is very large, and New Jersey and the rest of New York City are quite small. Students then create a visual of a place or situation in which something they value is exaggerated to show the students’ attitudes or perspectives towards it.
- (S) Students review teen magazines to find examples of visuals that contain exaggeration and irony. They discuss why these visuals are or are not effective.
- (S) Students examine political cartoons in order to identify examples of satire and irony. Using columns and editorials that correspond to the cartoon as a resource, students identify the specific choices the cartoonist made when depicting the scene. They consider the following questions: What information did the cartoonist include? Leave out? What prior knowledge did the cartoonist assume on the part of his/her viewer?



- (S) After students read and discuss a novel, they search for or create an illustration or other visual using elements that they believe symbolize themes of the novel. In groups, students share their visuals and explain the ways in which they believe their illustration represents the novel's themes.

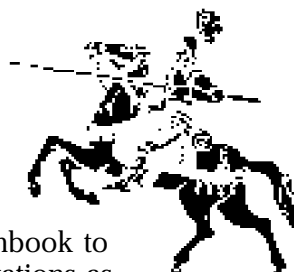
## 12. Articulate the connection between visual and verbal message.

- (E) After students read a multicultural picture book, such as *Babushka's Doll* by Patricia Polacco, they discuss aspects of the culture they have learned from the pictures rather than the story's written text. They then study other picture books to identify information conveyed through illustrations.
- (E) Students create picture glossaries for specific topics, such as animal groups, parts of a computer, types of transportation, and food groups. They illustrate terms with pictures that they label. Under each drawing, they write one or two sentences to summarize the pictorial information. When sharing their work with classmates, students explain their reasons for using particular visuals with their concepts.
- (E) Referring to such books as *The Way Things Work* by Macauley, groups of students select a machine or appliance to pantomime. Their pantomime should make evident the way in which the machine operates. During the pantomime, the class guesses the machine or appliance being demonstrated and takes notes on the particular actions of the actors that would confirm their guess.
- (M) A teacher prepares her class to listen to a poem with a great deal of irony, such as "Snowy Morning" by Lilian Moore. She tells the class that while she reads, they should close their eyes and imagine the scene being described. After the poem is read, each child is asked to draw a picture of the scene. The children then discuss what they imagined and what is conveyed in their drawings.
- (M) After writing a story set in their classroom, students create a map of the setting. They include a legend on which they indicate the scale of items in the drawing, color-coding, and symbols or labels for particular items. They work with a partner to ensure that all items are appropriately identified.
- (M) In a journal documenting their TV viewing habits, students record and comment on the specifics of each show and their reactions to it. They then make some determinations about themselves as viewers, including the types of shows they enjoy, how much time they spend viewing, and how they benefit from their viewing.
- (M) Students develop their own graphic organizers as a way to highlight and elaborate their own ideas as these emerge in the context of a theme, investigation, or other focus of study. These graphic organizers become finished, displayable products that enhance the verbal messages of the students' verbal expressions.
- (M) Students examine texts that are matched to specific works of art, such as *Children of Promise: African-American Literature and Art*. Students then use a graphic organizer to compare the visual and verbal messages in the text.
- (S) Toward the end of the year, students are invited to create a book cover for one of the novels they have read. First, they look at book jackets and CD and videotape cases to determine which are most effective. Then, each student selects a novel and designs a book cover for it. Students can present their new covers to the class and discuss how these connect to the text; the covers can also be displayed for the school to enjoy.

- (S) After reading world literature for several months, students research the geography and climate of the story settings they have encountered, such as those in *A Room with a View*, *Beowulf*, *The Joy Luck Club*, and *One Hundred Years of Solitude*. They write a brief description of each setting and locate a descriptive passage in the literary work that confirms their research. That passage and the expository description are typed onto a single card that also bears the title of the literary work. This card is placed on a world map in the area that corresponds to the work's setting.
- (S) Students search the Internet for information on colleges or technical schools they might attend after high school graduation. They print out text and photos and prepare a collage of the artwork. In groups, students predict what the text might say about the school, using the artwork as a basis for their predictions. Predictions are confirmed when students share the text material.

### 13. Choose and use multiple forms of media to convey what has been learned.

- (E) Students research the various ethnic backgrounds represented in their community. They then present their findings in a pie chart, record popular songs of each ethnic group, and prepare posters to reflect each one.
- (E) As a final activity of a unit on the senses, students break into small groups. Each group chooses one sense to share with the class by creating a multimedia project. For example, one group fills a touch bag with different objects to feel, such as cotton and sandpaper; another tapes sounds ranging from an elephant's bellow to a mosquito's buzz. After sharing, the class discusses the importance of being attuned to our senses.
- (E) After completing a unit on communities, students write a song about their town, prepare a video on their town's chief attractions, and publish a text relating their town's history.
- (E) Following a study of African animal habitats, habits, and diets, students study the same aspects of neighborhood creatures, including dogs, cats, bats, squirrels, and raccoons. They produce a video with music and sound effects and prepare graphic charts of the animals' life cycles and lifestyles.
- (M) After completing a social studies unit on contemporary New Jersey, students create a time capsule in which they place selected prose and poetry, pictures, and audio- and videotapes to illustrate New Jersey today.
- (M) After a study of medieval warriors, students create a play about a medieval hero who conquers all. The play contains musical numbers, props, and painted sets.
- (M) Students gather data on the history of their house, neighborhood, or school. They then produce a video, photo scrapbook, or sketchbook to convey the history. Students also prepare a written script or annotations as part of their final product.



- (M) Students gather data on the history of their school system. They then produce a book and accompanying video to convey this history.
- (S) Using the Internet, each student locates a student in another New Jersey school district who is studying the same topic in literature, history, or science. With parental permission, the student pairs engage in dialogue about their learning, scanning pictures and articles to include in their e-mail correspondence.
- (S) After reading a play by Shakespeare, such as *Hamlet* or *King Lear*, students write a contemporary version set in their town and produce and perform it with sets, costumes, and music.
- (S) Students read Emily Bronte's *Wuthering Heights*. Half of the class works on turning it into an opera. The other half turns it into a play. Each produces a full-fledged production that is videotaped. They view and critique each other's videotaped production.

#### **14. Integrate multiple forms of media into a finished product.**

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- (E) Students choose a favorite fairy tale or folktale to script as a play. Each of five groups is responsible for writing an assigned scene, using all the conventions of play writing and performing its segment with props and sets.
- (E) After reading a story, such as Vera B. Williams' *A Chair for My Mother*, students create another adventure for the main character. They present their new adventure using a model that includes clay figures embellished with paint and other materials.
- (E) After reading a *Clifford* book, students use the library media center to research dogs either in books or on the Internet. They write their own stories about dogs and produce them on videotape.
- (M) As part of a study of New Jersey's wetlands, students research current and projected environmental issues concerning endangered species indigenous to the area. Then they make a collage of the endangered species found there.
- (M) As part of their study of Native American tribes, student groups present reports on assigned aspects of life within one particular tribe. Students must use a minimum of three visuals in their reports, such as a videotape, graphics from computer software, magazine or journal photos, charts, or personal art.
- (M) After reading several articles on life in the 21st century and viewing videos on the same subject, students write about their lives in the future, including where they will live, where they will work, and where they will travel.
- (M) As part of a study of rain forests, the class develops a chart showing raw materials and their derivative products. Each student researches alternative sources for a selected product and prepares a persuasive report that argues for using the alternative sources. Reports may include slides, photocopies, elaborations, or variations of the class chart showing extended understanding of the raw materials, product, and alternative product sources.
- (S) As part of a study of the Civil War, students read *The Red Badge of Courage* by Stephen Crane, listen to music from the era, and view parts of the Ken Burns series on the subject. They then write a five-day diary from Henry Fleming's point of view.

- (S) After viewing and listening to several recruitment campaigns for each branch of the armed forces, students write an essay telling why they do or do not want to join one of the branches.
- (S) After reading the script and viewing Arthur Miller's *Death of a Salesman*, a senior class is asked to modernize the play for today's audience. Students need to consider how current telecommunications would change the play and the family dynamics. The students are asked to produce a 90s version.

## 15. Evaluate media for credibility.

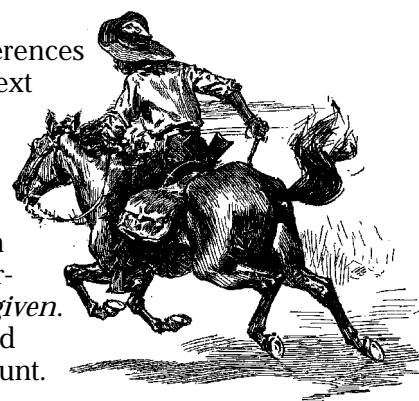
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- (E) As part of a unit on advertising, students watch a video containing three or four cereal commercials taped by the teacher. Student pairs identify the appeals made to consumers and share their findings in class discussion. For homework, each student watches two or three commercials for sneakers, toys, or other products that appeal to children and then reports on the credibility of the appeals that were used.
- (E) Students compare the illustrations in several books, ranging from fantasy to realistic fiction to nonfiction. They discuss whether the illustrations help them predict the content, then whether the situations depicted could occur in real life. They also discuss the difference between fantasy and real life.
- (E) Each student collects two magazine ads for candy bars and brings the ads to class. Each student tells why one ad seems more credible than the other. After their presentations, students and the teacher develop a rubric for truth in advertising and apply it to another pair of ads that each student finds in magazines.
- (M) Each of four groups of students watches the evening news on a different channel. Each group identifies the network's lead story and point of view by listening to the language and observing the key photos. Students compare notes and discuss the biases they observed in the news.
- (M) Students collect and duplicate examples of editorial cartoons on the same subject from the *Wall Street Journal*, *The New York Times*, and one or more local newspapers. They then discuss how the different cartoonists reflect editorial positions on the same subject.
- (M) Students view a taped talk show, such as *Crossfire* or *Politically Incorrect*, that features discussion among guests representing a political spectrum. After the topic is announced and the guests are introduced, the teacher stops the tape and asks the students to write down their predictions of what each guest will say about the topic. After sharing predictions, the class watches the rest of the show and then discusses each guest's credibility.
- (S) Students research the history of television news from the days of Edward R. Morrow to today's prime-time news magazines, such as *Dateline*. Students address such issues as the blurring lines between editorial and advertising content. Each student prepares and presents an oral report with video clips to illustrate major points.
- (S) Students discuss their experiences with reading Internet messages posted by special interest groups and reasons for believing or questioning a message's credibility. With teacher guidance, students develop a checklist for evaluating message credibility and use it with three messages that they print out to share with the class.

- (S) Working in small groups, students collect several political ads from one of three media sources (e.g., print, television, or an on-line service) and write critiques of each ad's credibility. The group researches the factual basis for the ads' assertions in print and visual news resources. After each group shares its findings, the whole class discusses criteria for evaluating the credibility of political ads.

## 16. Compare and contrast media sources, such as book and film versions of a story.

- (E) In a unit on colonial American history, students listen to read-alouds about two Native Americans who helped the colonists, Squanto and Pocahantas. The students then draw murals illustrating these stories. At the end of the unit, students watch the Disney version of Pocahantas and compare and contrast their understanding of the history with the film's portrayal.
- (E) Students read or hear a teacher read-aloud about a famous Spanish explorer of the Americas. They either write several diary entries from the explorer's point of view or draw a series of illustrations showing his reaction to the New World. During discussion, they share their conclusions about the differences between the read-aloud and their version.
- (E) Students read *Yeh-Sen, A Cinderella Story from China* by Ai-Ling-Louie and compare it to the version that they know. Then they watch a tape of the ballet and compare that work to the two written versions. Students create a storyboard for one of the three versions.
- (M) Pairs of students select a current high-profile story from the news, sports, entertainment, or fashion world. For one week, they follow the story in print and on television, comparing the level of detail and breadth of coverage by the two media. The following week, each pair presents a brief report to the class.
- (M) Students listen to audiotapes of old Abbott and Costello radio shows. They then write their description of the comedians and favorite scenes and discuss them. Next, they view one of the Abbott and Costello films and compare how their conceptions of the comedians and favorite scenes changed as a result of their viewing.
- (M) After students read *The Yearling* by Marjorie Kinnan Rawlings, they illustrate their four favorite scenes and share their work with the class. Next, they view the film version and discuss whether the viewing experience altered their understanding of the novel.
- (S) After reading *The Scarlet Letter*, the class views two of the early film versions of the novel and compares the novel to each version. They discuss the strengths and limitations of each medium and the differences between the two films.
- (S) Students compare their experiences reading nonfiction media, such as magazines, with reading articles on-line. Later, they discuss the following questions: What physical differences do they observe? Does their ability to comprehend the text change as they scroll up and down, especially if they begin to branch out from the original text? Does their motivation for reading change?
- (S) Students studying the Western watch three versions from three generations: *Hopalong Cassidy*, Paul Newman's version of *Hud*, and Clint Eastwood's version of *The Unforgiven*. They then watch TNT's fact-based video on Westerns and compare the fictionalized Westerns with the factual account.



**17. Solve problems using multimedia technology and be able to browse, annotate, link, and elaborate on information in a multimedia database.**

- (E) Students use an on-line service to research information on how to travel by bus from their school to a field-trip destination, such as Great Adventure or the Bronx Zoo. Based on that information, they plot the journey on a map, including direction, routes to take, and places to stop for food and fuel.
- (E) Students use the library media center to research verbal and visual information for articles on George Washington. Their goal is to prepare a class book on the real George Washington.
- (E) Using the Internet, students look up their own birth date to see what important events happened on that day. They then create a personal newspaper page with the important news stories, pictures, and weather report. Each member of the class prints out his or her front page and places it on the bulletin board.
- (M) While reading a novel or studying about the Civil War, students search the Internet for factual accounts concerning the role of African tribal leaders and American sea captains in the selling and buying of slaves.
- (M) Students select a topic to research on the Internet and in traditional sources, such as the Library of Congress system. They compare their findings and discuss reasons why one resource may be more appropriate than another for certain kinds of research.
- (M) As part of a unit on the American Revolution, each student selects the name of one signer of the Declaration of Independence to research on the Internet and in the library. Each student prepares a report about that one signer for a class presentation.
- (S) After identifying one or more of their postsecondary goals, students select three key words to use for initiating an on-line search for information about attaining those goals. Students then pursue their search on-line, noting educational, vocational, and personal routes to goals. Afterwards, they write an essay concerning how they could achieve their dreams.
- (S) During a study of the Transcendental Literary Movement in the United States, students enter names of key figures, such as Emerson and Thoreau, into an on-line search of the Internet. They research the influence of these individuals on other noted figures, such as Ghandi, and report their findings to the class.
- (S) While studying one work such as Milton's *Paradise Lost* or Joseph Conrad's *Heart of Darkness*, students browse the Internet for relevant material. Students use their research to write a report on current opinion of the work.